

The School and Community

Columbia, Missouri

VOL. XIII

FEBRUARY, 1927.

NO. 2

FRIENDS OR FLATTERERS

*N*EARLY 100 years ago Horace Mann referred to the schools as having "many flatterers and few friends." Today the ratio is reversed, but the flatterers are yet too numerous. A hearing on any progressive education bill will find these sweet tongued euphemists pouring forth their adulations on the public schools while they protest vigorously against the means by which the objects of their feigned love may be benefitted.

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See Pages 62 to 68



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XIII

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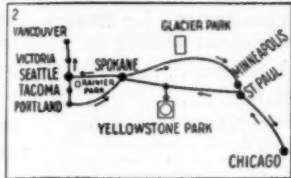
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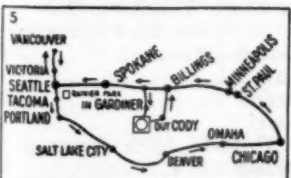
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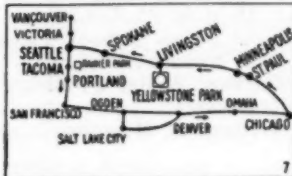
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EDITORIAL

PROGRESSIVE MISSOURI.

MISSOURI has not always had the reputation of being among the most progressive of states. In fact she has suffered from the contrary impression. She has been derisively dubbed "The State that has to be shown." "I'm from Missouri" has not always been an unfailing means of access to the heart of the non-Missourian. Our excellent system of highways is changing this. Folks from the east and the west are now praising Missouri for her fine roads. As the program develops our reputation will grow so far as roads are concerned.

However, in the matter of schools our state continues to be ranked very low by every statistical authority. Some ten years ago an unbiased study ranked us thirty-first, a little later another placed us thirty-fourth. Politicians volunteered their *voices* for a vigorous defense of Missouri's fair name. Oratory was shed in the conflict by these prancing patriots until they rode in hokum up to their bridal reins.

But still unprejudiced statiscians are ranking us educationally, on the basis of cold figures, much below where our pride tells us we belong.

A research bulletin recently issued by the National Education Association ranks us as follows:

In ratio of expenditure for all schools to value of accumulated tangible wealth only four states rank lower.

In percentage of income spent for schools of all types thirteen states spend less and thirty-five more or an equal amount.

In ratio of total amount spent for schools to our total saving accounts we are twenty-sixth.

In ratio of our education bill to our life insurance premiums we are fortieth.

In ratio to total taxes collected, federal, state and local we are twenty-fourth.

In ratio of total education bill to total bill for certain luxuries we are forty-third. We may rave and swear until we are black in the face it seems without having much effect on

the way outsiders rank us. Probably the same policy that we have adopted with reference to roads might be more effective in the long run. We may also rest assured that it would be just as popular with the people at home, too.

All that Missouri people want are laws and revenue measures that will make possible the fuller development of her schools. Those politicians who think to the contrary are not even good politicians, as ten years of Missouri history will demonstrate.

Gardner, is without doubt one of the most popular ex-governors that the Democratic party has ever had. If it were necessary to select a man immediately who would carry the largest possible vote of his party there is little doubt that he would be the man. Yet Gardner stood for progressive and positive financial policies. He put new taxes on the statutes and collected them. He stood four-square for full valuation of property against his party colleagues who warned him that his stand was politically suicidal. The "antis" are forgotten.

Hyde on the Republican ticket made a campaign for governor on the platform to lift Missouri educationally. He quoted figures similar to those used above. His opponent, as fine a gentleman, as the state affords, thought best to deny them. Hyde won and fought without fear for progressive school measures against the cry that he was ruining himself and his party, politically. But experience has shown that he did neither.

The present governor stood with Hyde in all his educational policies and won the governorship against a good man but one who labored under the impression that good politics demanded conservative and reactionary attitudes.

Missouri is progressive. The people want officers and legislators that stand for sane and sound progressive policies. Those who think to the contrary have only to use their memories and their minds, if any.

ASSOCIATION BILLS INTRODUCED.

THE THREE major legislative items of the M. S. T. A. have been formulated and introduced in the General Assembly. There is a bill for the creation of an education fund for the better support of public elementary and high schools and the State educational institutions; a bill for consolidating tentatively all the school districts of the state with a view to equalizing educational opportunity; these districts are not to function as consolidated districts until the voters of each proposed consolidation voice their approval, a Joint and Concurrent Resolution authorizing a vote on a Constitutional amendment which will remove the prohibition against providing retirement funds for teachers has been introduced.

Following are statements of the essential points in each measure.

THE MISSOURI EDUCATION FUND.

This Bill provides for the creation of The Missouri Educational Fund. One-half of this fund shall be distributed to the public schools and one-half to the State Educational institutions as the legislature shall appropriate. The money for this fund is to be derived from three general sources as follows:

- (a) Inheritance tax. This tax is now collected, but the bill provides that money derived therefrom shall be credited to the Missouri Educational Fund.
- (b) Tobacco Tax to be levied on all forms of manufactured tobacco sold in the State. The tax is to be collected from the agent making the first sale. The tax is to be 10 per cent.
- (c) Amusement tax of 10 per cent of the price of admission to be levied on all theaters, operas, picture shows, boxing matches, wrestling matches, baseball games, etc. This tax will not apply to entertainments or games and sports promoted by schools, clubs, and other organizations not operating for personal profit.

The State Tax Commission is given the duty of collecting these taxes.

It is estimated that this law will produce from \$5,000,000 to \$7,000,000 annually. The bill does not in any way change the present constitutional provision for appropriating one-fourth of the ordinary revenue to the public schools and the money will, therefore, be supplementary to this constitutional appropriation. Neither does the bill restrict in any way legislative appropriation to the State educational institution; i. e. the legislature will still have the power to make appropriation to these schools from the general revenue and to distribute the appropriations to the various institutions as it deems best.

However, the bill does protect the appropriation to the public schools by a provision that this appropriation shall in no case be less than the equivalent of one-third of the ordinary revenue.

Arguments for the Missouri Education Fund.

It is needed

by the public, elementary and high schools.

Practically every district that is maintaining a high school is voting the maximum tax, thus making expansion, which is often necessary to keep up with the increasing demands, impossible.

In many places this condition, coupled with the fact that the total assessed valuation on real estate is decreasing, makes retrenchment inevitable unless the school funds from the state are increased. Some schools are seriously considering the reduction of teachers salaries, the reduction of teaching force and even the reduction of the length of term because of the impossibility of meeting necessary costs.

Rural schools are suffering even more because they feel more acutely the effect of the falling off of real estate values. In these districts a larger proportional part of the assessed valuation is in real estate. Salaries and school advantages have already suffered a considerable slump in many rural communities.

The passage of this bill will enable the town and city schools to maintain standards and to meet present demands. It will make possible the reinstatement of

former advantages in those districts that have been compelled to retrench. It will prevent the raising of local tax rates in many places and perhaps permit their lowering in some instances.

It is needed

by the State Educational Institutions.

During the past five years the total annual revenue of the state from which the entire state government, including the State Teachers Colleges and the State University, is supported has fallen off nearly \$5,000,000. Since the public schools are supposed to get one-third of the total state revenue, and this part has decreased proportionately, they have suffered materially.

While the state institutions are confronted with much increased demands by larger enrollments, increasing curriculum, and higher costs of material, they are met with decreasing appropriations.

The Assembly is now considering the passage of a law to greatly increase the tuition fees in the institutions in order that they may have funds from which to pay their bills. The passage of this law increasing the tuition will work a hardship on every teacher. It will make it impossible for many teachers to carry out the program for personal improvement which they have planned. It will make an additional demand on a salary that is already too low. If the Educational Fund Bill is not passed, teachers will be confronted with the impossible problem of spending more for education from a decreased salary. The results, will be the lessening of attendance at State Institutions, a lowering of educational standards for teachers, a consequent lowering of educational standards in all schools and the starting of the vicious circle that will become more vicious as the years pass.

The taxes levied

for the establishing of this fund will not hurt anybody.

Taxes on tobacco have been levied by the federal government from time immemorial. There is, therefore, ample precedent for it. This tax gives the man who uses tobacco a greater incentive to quit. Since the tax is only 10% he can reduce his consumption of the weed proportionately without increasing his total outlay of money. If he wishes to do so, he can consume the usual amount with the added satisfaction that he is helping the schools.

In fewer words it is an entirely voluntary tax.

It is true that tobacco manufacturers may and some of them will object to this tax. But it seems that this objection must be based solely on the ground of possible decrease of sales, or on the check that this tax may impose upon the tremendous increase that has been going on during recent years. If we may judge the prosperity of the tobacco industry by the acres of advertising displayed on billboards and the millions of pages used in magazines and newspapers, there is little cause to fear that manufacturers of tobacco will be seriously hurt.

It is likewise true that the moving picture industry will vigorously oppose this measure. But their ability to pay millions to their Dougs and Marys, their Harolds and Charleys, and their Normas and Constances, indicate that they will continue to operate even after this bill becomes a law.

The inheritance tax is already collected and this law changes in no way its rate or manner of collection but simply provides that it shall go into the Missouri Educational Fund.

THE LARGER UNITS BILL.

The important provisions of this bill are:

1. The County School Board Convention shall elect a County Board of Education.

(a) This County Board shall be composed of six members.

(b) It shall be a "continuous body," i. e. two members shall be elected each year.

(c) Their qualifications shall be those of present board members as prescribed in Sec. 11213.

(d) Not more than one member shall be elected from one township.

(e) Not more than three shall be elected from the same county-judicial-district.

2. The County Superintendent shall be secretary of the County Board.

3. Powers and duties of County Board.
 - (a) To divide the entire county into proposed consolidated districts.
 - (b) To receive and require of teachers and school boards such reports as are required by law or the rules of the county board.
 - (c) To perform all duties regarding school reports, records and moneys now performed by the county clerk.

Provisions for Consolidated Districts.

1. The County Board shall divide the county into proposed consolidated districts.
2. These proposed districts may become legally constituted districts by petitioning for an election and holding same as provided in Sec. 11262.
3. The Board of Directors for the consolidated district shall be constituted as in such districts under the present law.
4. Districts formed under this act shall have an assessed valuation of \$3,000,000 or an area of 64 sq. miles. Smaller districts may be authorized by approval of State Superintendent of Schools when in his judgment the above requirements are impracticable.

Provisions for State Aid.

1. When a consolidated district votes the constitutional limit of tax for the support of the schools, the State Superintendent shall apportion to that school district \$25.00 per sq. mile or enough money to enable the district to spend an amount per child equal to the average spent per child by the entire state during the year previous.
2. Building aid similar to the present aid given consolidated districts.
3. Transportation when arranged for in accordance with Sec. 11126 shall be paid for out of the General Revenue Funds of the State up to \$3.00 per child in average daily attendance provided such child is transported.

Arguments in Favor of This Measure.

This is an age of cooperation. To bring about greater cooperation consolidation of small units is desirable and is being

practiced in all lines of business. Banks, stores, railroads, public utilities of all kinds are consolidating.

Cooperation makes for greater ability and greater efficiency. It makes possible the doing of things that could not be done without cooperation. As witness to this fact we have only to look at our state road system—impossible so long as counties and road districts were working independently; the State University and Teachers Colleges—impossible except by the cooperation of all the people of the state; automobile production—impossible in the small shop or factory.

The efficiency and completeness of the public schools of St. Louis, Kansas City and other cities illustrate the results of the cooperation of thousands of people and large amounts of wealth in the work of education.

How utterly impossible would general education be if each family worked independently of every other family? How utterly impossible is the best educational facilities where only a few families cooperate as is the case in some 8,000 rural districts. Only the bare essentials can be even attempted.

The purpose of this bill is two fold:

First, to enlarge the districts so that enough children can be taught by one teacher to make her employment economical, so that society can feel that too much per child is not being paid out in teacher cost or building cost.

Second, to supplement the money that the economically poorer districts can pay by allotting to them out of state funds enough to enable them to spend what the average community is spending per child and also to assist in providing transportation so that larger numbers may be served by one teacher, sheltered under one roof and accommodated by one set of general equipment.

The Bill constitutes a sincere effort to give each child a square deal and a fair start in life no matter where that child may live, by bringing into cooperation all the wealth of the State no matter where a particular part of it may be located.

JOINT AND CONCURRENT RESOLUTION. Teachers Retirement Funds.

Be it resolved by the House of Representatives, the Senate concurring therein, as follows:

That at the general election to be held on the Tuesday following the first Monday in November, 1928, there shall be submitted to the qualified voters of this state, for adoption or rejection, the following proposed constitutional amendment to-wit:

Section 1. That Section 47, article IV, of the Constitution of this state, be and the same is hereby amended by changing the period (.) at the end of said section to a semicolon (;) and adding the words; "Provided, that nothing in this Constitution contained shall be construed as prohibiting the General Assembly from authorizing payments, from any public funds, into a fund or funds for paying benefits, upon retirement, disability, or death, to persons employed and paid out of any public fund for educational service, their beneficiaries, or their estates."

The above resolution does not establish, and will not if adopted, establish any pension or retirement fund for teachers. It simply makes possible the passage of laws by which at some future date such funds may be provided.

The St. Louis School Board has had introduced a provision which will apply only to St. Louis and Kansas City.

The State Association feels that it wants

to support first the general resolution which would apply to the entire state rather than the one which would benefit only the two large cities.

The St. Louis resolution if passed will leave St. Joseph, Springfield, Joplin and all other parts of the state, excepting the two cities, just where the entire state is now, so that if in the future the citizens of any other part should desire retirement provisions the long process of amending the Constitution would have to be waited for and accomplished.

Arguments for Teacher Retirement System.

While it is not necessary to enter into a detailed argument for the retirement system since the proposal is simply permissive and nothing can be done toward actual legislation for a retirement system until the next legislature convenes in 1929, yet some of the more general arguments may be stated as follows:

A Teacher Retirement law protects children from teachers rendered incompetent by advanced age. It tends to attract capable young people to the teaching profession. It keeps capable teachers in the class rooms. It increases the efficiency of the teacher in the class room. In the long run it means a substantial saving to the public. It is in accord with the best thought of today in business circles. Twenty states now have a state wide retirement law. Eight states have retirement laws that apply only to cities of the first class. Practically all of the leading cities of the United States have some form of retirement system in operation.

See Miss Turk's article on next page.

A LABORING MAN, with horny hands,
Who swung the axe, who tilled his lands,
Who shrank from nothing new,
But did as poor men do.

One of the People! Born to be
Their curious epitome;
To share yet rise above
Their shifting hate and love.

Common his mind, (it seemed so then),
His thoughts the thoughts of other men:
Plain were his words, and poor,
But now they will endure!

—From "Abraham Lincoln," by
Richard Henry Stoddard.

RETIREMENT FUNDS FOR TEACHERS.

GENEVIEVE TURK.

IT SEEMS remarkably strange that the United States which has led the world in compulsory education at public expense should be far behind other countries in making provision in law for the support of worn-out and aged teachers. Russia established such laws in 1819; Saxony, in 1840; England, in 1848; France, in 1858. Other countries in which such laws prevail are; Ireland, Spain, Serbia, Italy, Austria, Belgium, Sweden, Norway, Finland, Australia, Japan, Mexico, Chile, Argentine Republic, Ontario, Quebec, and nearly all the cantons of Switzerland. Porto Rico had such a provision at the time the United States took possession, the Philippine Legislature has recently passed such legislation in behalf of its teachers, while a retirement system for the employees of the Territory of Hawaii including teachers in the public schools, was approved by the governor, April, 1925, and began operations on January 1, 1926.

It seems remarkably strange that Missouri, rich in resources, should be one of the last of the states to recognize the validity of teachers' retirement funds and provide for them. Few of the states, however, have had to overcome such an obstacle as has blocked the way in Missouri.

Sec. 47 of Article IV of the State Constitution says: The General Assembly shall have no power to authorize any county, city, town, or township, or other political corporation or subdivision of the State now existing or that may be hereafter established, to lend its credit, or to grant public money or thing of value in aid of or to any individual, association, or corporation, or company.

An Amendment to this section in favor of firemen was adopted in 1892; one in favor of the blind was adopted in 1916; and one in favor of policemen was adopted in 1926.

An amendment in favor of the teachers was submitted in November, 1910 but failed of ratification chiefly because of being joined with other unpopular proposals.

Most of the states of the union have had only to seek permissive legislation for such purpose, not amend their constitution.

Much water has run under the bridge since our amendment was submitted in 1910; much that was experimental in retirement legislation then has been clarified; and the entire subject has an economic soundness that it did

not have at that time. Those who are concerned with the effectiveness of public education in every line have observed with satisfaction the growing practical interest year by year in teachers' retirement legislation. There are now twenty-two states that have state wide teacher retirement laws, and eighteen other states that have either state laws or local laws affecting one or more cities or counties. Missouri, therefore, is one of eight states without any teacher retirement law within its boundaries. According to a recent N. E. A. Bulletin, state-wide teachers retirement laws are in effect in the following states:

Arizona	Montana
California	Nevada
Connecticut	New Jersey
District of Columbia	New York
Illinois	North Dakota
Indiana	Ohio
Maine	Pennsylvania
Maryland	Rhode Island
Massachusetts	Vermont
Michigan	Virginia
Minnesota	Wisconsin

State teacher retirement laws affecting certain cities are in effect in the following states:
Colorado—Canon City, Colorado Springs, Denver, Greeley, Pueblo

Iowa—Des Moines

Kansas—Topeka, Atchison, Parsons

Kentucky—Lexington, Louisville, Newport

Louisiana—New Orleans

Michigan—Detroit

Nebraska—Omaha

Oregon—Portland

Utah—Salt Lake City

Washington—Bellingham, Everett, Seattle, Spokane, Tacoma

West Virginia—Parkersburg, Wheeling

Local retirement laws are in effect in the following states:

Alabama—Mobile County, Jefferson County.

Delaware—Wilmington

Georgia—Atlanta, Augusta, Savannah

New Hampshire—Manchester

North Carolina—New Hanover County, Durkee

South Carolina—Charleston

Tennessee—Chattanooga, Hamilton, Nashville

Texas—San Antonio

There are, then, just eight states having neither state systems nor local systems of teacher retirement laws. These are: Arkansas, Florida, Idaho, Mississippi, *Missouri*, New Mexico, Oklahoma, Wyoming.

What are the reasons underlying the growth and development of retirement systems for teachers?

(1) Benefit to the teachers

(2) Benefit to the public

As to the first point, teachers in general, and especially those most capable of whole-hearted efficient service in education are for temperamental and other reasons at a disadvantage in making profitable business investments. This is largely true also in other professions ministering to social welfare; as: ministers of the gospel, physicians, missionaries. Their contact is not with the business world. Their interests center in ideals. A certain standard of living is required of teachers—necessitating expenditures more or less out of proportion to income. Teachers are expected to renew constantly through travel, research and study at universities their preparation for their work. Many teachers who have given their lives to the service are more or less destitute at the present time. Only a few months ago, one who had given more than forty years of service to the state of Missouri would have been a case for public charity in her last illness but for contributions from her fellow teachers. The unmarried woman teacher is more likely to reach old age destitution than anyone else. She usually takes care of all the helpless dependents of the family. Few may look forward to any return in their own old age from the care they give these dependents. She is usually, also, helping one or more nieces or nephews to complete an education. Every teacher, therefore, should be actively interested in seeing that old age dependence, which service in the teaching profession seems to mean, should be met by the enactment of a sound teacher retirement system.

As to the second point, there can be little doubt that society will gain by any successful attempt to render the teacher more secure as to the future and less preoccupied with business affairs and financial worries during active service. Many who have most to contribute in ability to the teaching profession would be encouraged to enter and remain. Observers of the European system with almost a century back of it give as their belief that retirement allowances for teachers are a good business investment because they have im-

proved the teaching service in the schools more than would an equal expenditure in any other way. By guaranteeing in a way the future of those engaged in the profession, an attitude of mind is created favorable to good work. By providing for the withdrawal at the right time of those who are no longer able to serve efficiently, the ill effects to many eager, active children will be avoided, the paths of promotion will not be clogged, and no school board will be compelled to perform an inhumane act in dismissing one who has rendered a lifetime of service to the state.

Practically every railroad, every large private industry in the United States, and every important branch of Federal public service has put into effect a retirement plan. They are called retirement plans rather than pension plans because the employees contribute to the fund, just as every sound teacher retirement system is a contributory one.

"An act for the retirement of employees in the classified civil service and for other purposes" was passed by Congress, May 22, 1920. It was amended July 3, 1926. There are approximately 380,000 employees in the Federal service subject to this retirement law.

April 1, 1926, is the date set for the inauguration of the New Service Pension Plan of the Presbyterian Church in the United States of America. Widespread attention has been attracted by the new plan. Its features, in the main, are those of the best types of retirement systems in industry. The plan is contributory but contributions are chiefly from the parishes. Practically every other of the chief church denominations in the United States has provided similarly for its ministers.

One of the most recent recruits to retirement systems is the Young Women's Christian Association of the United States for its secretaries. It is said of the New York Stock Exchange Retirement Plans, "When one of the greatest existing financial agencies after due consideration and study, adopts a retirement plan for its 551 employees it is to be expected that the system will embody soundness, definiteness, contractual security, and simplicity. These are precisely the qualities that distinguish its plan."

The system that will probably be most interesting to us in Missouri is the Chicago plan for retirement of teachers. There are good systems in eastern states and in western states, but always the thing that is done near us seems more easily attainable for us. Chicago grants to its teachers an annuity of \$800

after twenty-five years of service. For each year more than twenty-five a slight addition is made until the maximum of \$1,000 annually is reached after thirty-five years of service. The teachers' part in this has been an annual contribution which will approximately equal the first yearly annuity granted. The system in Chicago has been directed and secured largely by the teachers' organizations existing there.

I wish to quote a few sentences from an opinion from Justice Kephart of the Supreme Court of Pennsylvania, May, 1925 with regard to old age dependency:

"As industrial evolution has worked a marked change in economic life, bringing about to a large extent the conditions complained of by the proponents of the Act, the moral duty rests on those industrial organizations and other employers of labor to provide the system and means to take care of old age, and those dependent thereon; this is a primary rule of the present economic period." With reference to the Mothers' Assistance Act and State Employees, Teachers and Judicial Retirement Acts, "The basis on which these Acts are founded is neither charitable nor benevolent; they are founded on faithful, valuable service actually rendered to the commonwealth over a long period of years, under a classification which the legislature has considered rea-

sonable. These appropriations are for delayed compensation for these years of continued service actually given in the performance of public duties, in their respective capacities with the quality of right and obligation in its concept. It is compensation for the hazard of long continued public employment."

While we read with pleasure the opinion above delivered by Justice Kephart, we know that the only argument that will avail ultimately with the public and secure legislation to the end we seek, is that the protection given the teacher through annuities will better the work of the public schools. We also know that an overwhelming majority of the teachers of the country do view the question from a professional standpoint and desire only such legislation as will be for the good of the profession and the improvement of the service.

The first step is before us in Missouri.

We are asking the legislature to submit to the people in the next general election an amendment to Sec. 47 of Article IV of our State Constitution. It is said that in few other fields of legislation is there so great danger that immediate and individual considerations will obscure the larger issues involved. May we not lay aside all differences and work vigorously with legislators and the public from our first step.

BOOKMAKING AS A SCHOOL ACTIVITY.

ELLA VICTORIA DOBBS.

BOOKMAKING as a classroom project justifies itself from several viewpoints.

There is a dignity and sense of permanent value connected with the making of even a small booklet which appeals to personal pride and stimulates interest in what is to be preserved in the book.

It is impossible to expect much interest in written work which is done on the indifferent sheets of scratch pads and note books and consigned to the waste basket after the mistakes have been emphasized by colored pencil marks. The better and more permanent form emphasizes the good points and stimulates pride in having the good points conspicuous.

The process of making a book calls for the best the child can give in the way of good workmanship and artistic decoration.

The great variety of types and styles of books which are suitable to classroom condi-

tions makes it possible to progress steadily in the technical process of constructing the book as well as in improving the contents. Many schools which give more or less attention to bookmaking fail however to attain all of these worthy purposes in their work, by confining their attention to one style of binding, by slighting the artistic possibilities, or by using any form of booklet only occasionally for show purposes.

Relationship of Bookmaking to Subject-Matter.

In preparing material for even a small booklet the pupil is forced to be more definite in his expression than if oral recitation only were expected and in order to organize his material he must have a better grasp of his subject as a whole than would be essential for answering the specific questions of an ordinary written quiz. For these reasons, booklet

making rightly used is a stimulus to more thorough work on the part of the pupil.

Bookmaking may be used with almost every phase of subject-matter and is especially effective in literature, history and geography.

Illustrated booklets in literature may be made real gems of art thru an effective selection of pictures cut from the common current magazines. Many periodicals which carry good illustrations are read and discarded by the family and therefore soon become waste paper unless parts of them can be turned to good use. The selection of an appropriate picture is in itself a test in Art appreciation. Trimming the selection to appropriate size and proportion and mounting it with due regard to good spacing is another exercise in applied art. Balancing the accompanying block of text to make an artistic page and writing or printing that text so as to present an attractive whole is another problem in Art as well as English. Pride in the success of the work will and does help in the love for good literature.

Where sufficient instruction in Art is being given or where a pupil possesses sufficient natural talent to illustrate with free hand sketches, pride in the book and appreciation of the literature will both be increased. Almost every phase of subject-matter lends itself to successful treatment of this sort.

Types of Bindings. The simplest process is fastening separate leaves together with paper

fasteners or tying them with cord. This type is possible in the first grade and should be supplanted by more substantial types in the middle and upper grades. Overcasting, the Cobbler's stitch and Japanese sewing are substantial and attractive methods of binding separate leaves. (For illustration see Primary Handwork page 22).

The use of stiff boards and a cloth hinge adds still greater protection to the pages.

The making of a sewed, case bound book is an accomplishment which involves much less skill than seems possible to the uninitiated and is quite possible in the upper grades. Its possibilities and variations are endless.

Cover Designs and Illustrations. As projects in art, the cover design and all the details of margins, headings, letterings, and illustration which enter into bookmaking, offer excellent material for the study and application of art principles and furnish stimulating motives for the development of skill.

The following references offer helpful suggestions:—

- Bookbinding for Beginners—Bean
- Bookbinding and the Care of Books—Cockerell
- Paper and Cardboard Construction—Buxton and Curran
- This book treats of books, boxes and envelopes.
- Booklet Making—Bailey
- Primary Handwork—Dobbs

THE REWARDS OF THE SUCCESSFUL TEACHER.

By Herschell H. Edwards.

IT HAS BEEN alleged, and with much justice, that the calling of the teacher, which demands for its successful exercise the best of talent, the most persevering energy and the largest share of self-denial, has never attained an appreciation in the public mind. Not a few talented teachers have been forced to leave the profession because they could not earn enough to support their families. In many instances, their places have been filled by persons too young and too ignorant to be employed elsewhere.

Happily the day has passed when the farmers of a school district felt that they could afford to pay more liberally for washing and ironing, for making butter, or for the tilling of the soil than they could pay for

educating the immortal minds of their children. During the first half century after the Revolutionary war, schoolmasters were paid ten to fifteen dollars a month; the school mistress was paid from three to eight dollars a month.

Mary Lyon, the founder of Mt. Holyoke seminary and college, taught her first district school in western Massachusetts. Her wages were three dollars per month, and the use of a cow.

No one ever heard of a person accumulating great riches by teaching school. He must have some more elevating, inspiring motive if he desires to go cheerfully about his daily toil and find enjoyment in the tiresome routine.

The teaching profession affords most opportunity for intellectual growth. The faithful, devoted teacher always learns more than his pupils. He cannot help but grow mentally. He comes before his class each day with an increased wealth of knowledge and a variety of ideas for illustrations, feeling that he can present the various subjects in a manner adapted to the pupils' comprehension. This consciousness of power is a reward in itself.

The teaching profession offers an incentive for moral growth. The teacher recognizes that example is better than precept, and feels the need of constantly keeping a watch over his own thoughts and actions. As he masters his impatience, bridles his tongue and learns to smile instead of showing anger, he recognizes that the most powerful is he who holds himself in control. He finds that his moral power over others is much increased and that he can secure obedience with half the effort formerly required.

A consciousness of improvement in the art of teaching is another reward. As his own knowledge increases the teacher feels a new interest in the various subjects, and is filled with a desire to interest others. He studies carefully to use the proper motive and incentives, and employs all his ingenuity to discover the natural order of presenting truths to the mind. No teacher could let sleep fall upon his eye until he has twice reviewed and analyzed the transactions of the past day.

The teacher has the pleasure of watching the mental growth of pupils. As he stands before a class presenting some new truths, he

should be quickened into enthusiasm by the sparkling eyes and shining faces of his pupils as they grasp the new thoughts. Their evident enjoyment of the lesson is a reward for the teacher. He should feel amply repaid for the time spent in preparing the lesson from day to day. As he meets his classes he can watch them grow in strength; he is not obliged to labor without immediate rewards.

The teacher enjoys the grateful remembrances of pupils and their friends. Some of the finest moments a teacher ever experiences are those when a parent thanks him for what he has done for his child. Parents and pupils are sometimes slow in expressing their gratitude to the teacher, but in their hearts they are truly thankful, and repay the debt in loving remembrance.

The teacher has the pleasure of being engaged in an honorable and useful calling. Who does not prefer above houses and lands, infinitely above all the wealth of the world, the consciousness of being engaged in a work of usefulness, and who would not desire to answer the design of his creation?

Let the teacher, then, study to improve intellectually and morally, and to advance in the art of teaching. Let him watch the growth of mind under his guidance and be cheered by the encouragement which that affords. Let him consider opportunities for usefulness and the circumstances which make his calling honorable. Let him prize the gratitude of pupils and of their parents and friends, and above all, let him consider the rewards which awaits those who toil hopefully and patiently for the betterment of humanity.

NATIONAL ASSOCIATION OF EDUCATORS TO MEET IN ST. LOUIS.

THE NATIONAL ASSOCIATION of Secondary-School Principals will hold its annual convention in St. Louis, Thursday, Friday, and Saturday, February 24, 25, and 26, 1927. Thursday morning and afternoon will be spent in visiting the public and private secondary schools of St. Louis. The first session will be in the evening, with Walter Damrosch, director of the New York Philharmonic Symphony Orchestra, as the speaker.

Friday morning and afternoon there will be separate sessions for senior and junior high school principals. The senior high school programs will take up curriculum problems,

extra-curriculum matters, the correlation between intelligence quotients and school marks, thrift and character, and framing school programs. The speakers will be: Professor George S. Counts of the University of Chicago, Elbert K. Fretwell of Columbia, F. L. Bacon of Newton High School, Massachusetts, Otis W. Caldwell of Lincoln School, New York City, V. K. Frouda of Roosevelt High School, Seattle, and Merton E. Hill of Chaffey Union High School, Ontario, California. Reports of the research commissions will also come on Friday: Milo H. Stewart of Arsenal Technical High School, Indianapolis on Class Size, R. R. Cook of

Roosevelt High School, Des Moines on Standard Blanks, Wm. A. Wetzel of Trenton High School on College Entrance requirements, and W. C. Reavis of University High School on Intelligence Quotients and School Marks.

On Friday the junior high school principals in separate session will have the following program:

Friday Morning, February 25th

Mr. Ellsworth Warner, Principal, Hine Junior High School, Washington, D. C., Presiding:

Criteria for Judging the Efficiency of the Junior High School, Mr. James M. Glass, Florida State Department of Public Instruction, Winter Park, Florida.

The Present Status of the Junior High School, Dr. L. L. Lyman, University of Chicago, Chicago, Ill.

The Problems of the Six Year Junior-Senior High School, Francis L. Bacon, Superintendent, Newton High School, Newtonville, Mass.

Character Education in the Junior High School, Mr. Fishback, Principal of the High School, Anderson, Ind.

Discussion Leaders:

E. J. Sweeney, Principal, Bayonne Junior High School, Bayonne, N. J.

W. H. Bristow, Assistant Director of Secondary Education, Department of Public Instruction, Harrisburg, Pa.

Friday Afternoon, February 25th

Mr. W. E. Hawley, Principal, Monroe Junior High School, Rochester, N. Y., Presiding:

A Critique of the Fifth Yearbook of the National Association of Secondary-

School Principals, Philip W. L. Cox, Professor of Secondary Education, New York University.

Organizing the Reconstruction of the Junior High School Curriculum, Walter D. Cocking, St. Louis Public Schools, St. Louis, Mo.

Examples of Progressive Curriculum Practices in the Junior High School, Mrs. Helen Watson Pierce, Assistant Superintendent of Schools, Chamber of Commerce Building, Los Angeles, Calif.

Curricularizing the Extra-Curricular Activities in the Junior High School, Miss Jessie Hamilton, Principal, Morey Junior High School, Denver, Colo.

Discussion Leaders:

Joseph F. Gonnely, Assistant Superintendent of Schools, Chicago, Ill.

R. M. Sealey, State Supervisor of High Schools, Department of Public Instruction, Tallahassee, Fla.

Eugene S. Briggs, Superintendent of Schools, Okmulgee, Okla.

Friday at luncheon (one dollar a plate) Charles H. Judd will speak on, "Is There a National System of Secondary Education?"

Friday evening will be devoted to a general meeting. Professor Wm. M. Proctor of Stanford University and Thomas W. Kirby of University of Iowa will speak on the articulation of junior and senior high schools and colleges.

Saturday morning will be given to International Understanding and also Character Education. Dr. Henry Turner Bailey of Cleveland and L. W. Brooks of Wichita, Kansas, High School will be the speakers.

HOW BRYAN SCHOOL VITALIZED CITIZENSHIP IN NEVADA, MISSOURI.

This article is contributed by Miss Oleta High, principal of Bryan school in Nevada, Missouri. The plan described has been in operation for over three years, being first developed by Miss High in her own room. The fact that it has spread to all the rooms of the building is evidence of its value and that its success does not depend on an unusual personality. Its publication, we hope, will cause other teachers to endeavor to adopt it to their situations.—Ed.

Grade One

A situation common to all first grade children is the home and school life. For the first few weeks this serves as a project about which all the work can be grouped. The children are encouraged to talk about their homes and the things that influence home life. Gradually they will go a step farther

and some one will mention that many homes make a town and then another step that there are many towns, each one a part of our country, the U. S. Through our circle talks the children decided that Bryan school was made up of different parts just like our country. Each room was like a town. Since all towns have names the children be-

gan to hunt for a name. Many were suggested but none quite suited them. One day the teacher taught them the song Happy Town (found in Song of Childhood) and that was just the name they wanted. They had already found out that those who could smile when something seemed a bit too hard were the ones who were the happiest, so they chose as their motto, "Smile!"

After they had their town named they were ready to organize it. Much help came from the home at this point for the children were interested and had to talk it over with their parents. Different ones gave reports on the various offices that should be found in Happy Town. Those chosen were the Mayor, the city council, a street commissioner, and his assistants, a doctor, a nurse and an attendance officer.

They found that they were already grouped around the tables that would serve nicely for the five wards. Each ward chose its councilman who was to look after the order in his ward. The rest of the officers were chosen by the room at large.

The duties of each were made plain. The mayor was to represent Happy Town at any meeting held in Bryan Building. The street commissioner and his helpers saw to the cleanliness of the floor, the boards, the book shelves and the erasers. The doctor and the nurse looked after the personal cleanliness and health, and the attendance officer helped to keep track of absentees.

About the last of October, or as soon as a usable vocabulary was formed, Miss Bowman began to publish a daily newspaper known as "The Happy Town Star." This contained comments on the weather, interesting incidents about the room and building, mention of special days, etc. This form of incidental reading was very interesting to the children. It was the first thing they looked for each morning. It not only helped in reading, but the newspaper was one of our best ways in putting citizenship across.

Happy Town Creed:

I am a good citizen.
I always tell the truth.
I can always be trusted.
I try to be neat and clean.
I am always polite.
I obey.

Their daily work in citizenship was grouped around a few large topics such as manners, morals, respect, health, patriotism,

and thrift. These topics were brought out through stories, play, incidents, happenings in the room or on the playground and through conversation.

The pupils tried to apply their citizenship training at home, on the playground and in the room. It wasn't always the quickest or easiest way to gain results, but we feel that it more than repaid.

Memory Gems Used by Bryan School In Vitalizing Good Citizenship Training.

It was only a glad "Good Morning",
As she passed along the way,
But it spread the morning's glory
Over the live long day.

Good, better, best, never let it rest
Till your "Good" is better, and your
"better" best.

"I think", said a bright little fellow,
With a grave and gentle grace,
That the prettiest thing in all the world,
Is just my mother's face."

There are many flags in many lands;
There are flags of every hue;
But there is no flag, however grand,
Like our own "Red, White and Blue."

The thing that goes the farthest
Toward making life worth while;
That costs the least and does the most,
Is just a pleasant smile.

It isn't the number of joys we have
That makes us happy and gay,
But the number we share with our little
friends;
Ah! that is the secret, they say.

A merry heart, a smiling face
Are better far than sunny weather;
A noble life and charming grace,
Like leaves and flowers,
Grow well together.

Stop and think before you speak,
Stop and think before you do;
Hasty words and hasty deeds,
Bring you pain and sorrow too.

Grade Two

We called our second grade "Polite Town." Motto: "Politeness is to do and say, the kindest thing in the kindest way." The room is divided into wards. Each ward has a councilman. His duty is to report the absent members in his row. He also inspects floors and desks twice a day, in order to see that materials are kept in order and that desks are neat. The Polite Town Mayor sees that the councilmen do not neglect their duties. They have a newspaper printed

daily by the teacher. This paper emphasizes different phases of citizenship that are to be stressed each day. Good manners may include manners at home, at school, at church, or on the street. It may include kindness to elderly people, parents and playmates. Morals may include truthfulness, honesty, clean language, habits, etc. In the study of thrift the children are taught to earn and save money, to take care of school materials and not to be wasteful of paper and pencils. They are taught to take care of school property. On safety first days, the children are taught fire prevention; they are taught not to play in the street; to be careful when crossing the street, and to be careful on the playground. In studying patriotism, the children are taught to be loyal and true to their country.

Each morning the teacher and little citizens talk over the phase of citizenship that is mentioned in the newspaper that day. All citizens try to live up to the ideal. When a citizen has failed to live up to the ideal, and has been rude, unkind, or otherwise transgressed the laws, the matter is brought before all the citizens. The citizens and teacher talk over the matter and decide in what way the transgressor can make amends. For example:—a well dressed little girl made fun of the clothes of a child from a poor home. The unfortunate child was broken hearted. The matter was reported to the teacher; whereupon the teacher composed a story about a poorly dressed little girl who was mistreated by her playmates. Fictitious names were substituted for real names. The sympathy of all the little citizens was won. The culprit was ashamed and volunteered to make amends. After that she was very kind to the poor child. Other citizens told the stories at home, and several dresses were made by mothers and sent to the poor child. Other children brought her underwear, a coat, shoes and stockings. Ever after, all citizens were very careful not to hurt the feelings of an unfortunate child.

Another example of one of Polite Town's citizens was when a citizen was very rude; he did not mind his teacher; the councilmen spoke to the impolite citizen about his actions and asked him to be a better citizen. They gave him a week's trial, but his conduct did not improve. They decided that as he was such an impolite citizen, he didn't be-

long in Polite Town, and that he would have to move out. He was sent with his books to "Golden Rule Town" (the principal's room). I inquired of him what was the trouble. He acknowledged what he had been doing and said that he was sorry. I told him that Golden Rule Town citizens wouldn't want an impolite citizen living in their town, but I would try to give him a place. He stayed there for three days doing his work. I took the work to his teacher, and she graded it. He asked permission to move back to Polite Town. I referred the matter to Polite Town. They would accept him if he would promise to be a good citizen. He did so and for the remainder of the year was one of the best citizens in Polite Town. This year he is a most excellent citizen of Honor Town, (the third grade). Many instances of this kind took place in our school.

Grade Three

Grade three organized this year as the "Town of Thoughtfulness." Motto: "We think of others first." They named their streets the ideals of citizenship such as: Health Street, Quiet Street, Respectful Street, Obedient Street, Loyal Street, Friendly Street. The Mayor has general supervision of town and street commissioners. He sees that each officer attends to his or her duties; he helps keep the room quiet and busy. A commissioner for each street not only keeps his street in good condition, but sees that the citizens of his street do their work well. Commissioners help with the school work, and they also help on the playground to see that things move along nicely. The teacher and officers meet twice a month and give reports of individual work, and suggestions for improvement. Ideals of good citizenship are taught through the following: Bible lessons emphasizing right living, proverbs, poems, stories of Great Americans and patriotic projects.

The third grade worked out a picture show of Switzerland. In this they stressed thrift, industry, obedience, etc.

As a result of this training we have had quiet, industrious, obedient and respectful children. The church people note the results of this work on the Sunday School. It has been said that these children receive most of their information about the Bible in their public school.

Grade Four

Busy Bee Town—Motto:—"Keep busy as bees." The teacher and pupils worked out the following creed together. "We, the pupils of the fourth grade believe that the following qualities will make us better students and better citizens of the school, will cause us to stand higher in the confidence and esteem of those who know us, and will make us better and more successful citizens of the great country in which we live:

"Honesty, Truthfulness, Cleanliness, Cheerfulness, Kindness, Obedience, Courtesy, Loyalty, Bravery, Thrift, Reverence, Promptness, Generosity, Industry and Justice.

"Therefore we declare that we will try to follow as closely as we can these rules of behavior."

On honesty they worked out the following:

"We will be honest with others and will not cheat in games, or in trading, or in other ways. We will be honest with ourselves and will not cheat ourselves by copying, by laziness, or by forming bad habits or keeping bad company."

Truthfulness, cleanliness, cheerfulness and all the other qualities were worked out similarly, and copied in notebooks with their creed, for future reference. A president and secretary were elected. Meetings were held each week. All matters of discipline were discussed at the time and handled in an able manner.

Busy Bee Town took upon themselves the responsibility of keeping the playground clean. They would report to the other towns and ask their help. Whenever a story, a poem, or memory gem could be made use of, the teacher always supplied it. Many a time a story met a disciplinary need much more effectively than the harshest scolding would have done. Mottoes were always on the walls of this room. A superintendent once said that he was made a more reverent man by visiting that room, and he knew that the influence upon the pupils was very great.

The culmination was a picture show which had illustrated pictures of loyalty, reverence, generosity and the other virtues. As the pictures were shown, the pupils gave an oral report of the pictures.

Grade Five

Name:—Trustworthy Town.

Motto:—"We try to do right, we are trustworthy citizens."

Our Creed:—A trustworthy citizen is loyal, brave, kind, polite, thoughtful, obedient, thrifty and trustworthy.

Officers were elected for the town. Each week a meeting was held at which times the plans were made which would help to make the town better. Committees were appointed to help look after the citizens who happened to forget. A council meeting was held to discuss improvements for the town and ways were suggested to make the town progressive. A program was given by one ward to illustrate by a play or talks the points that make good citizens. Each morning different phases of good citizenship were stressed as in the other towns.

Posters and booklets were used to illustrate the facts about good citizenship and stories, poems and wise sayings were used in connection with the work. The work of girl and boy scout posters and organizations proved very effective in this grade. Dr. Germane asked the citizens why they were so good. They told him that they were trustworthy citizens of Trustworthy Town.

Memory Gems for Intermediate Grades

Let us do our work as well,
Both the unseen and the seen
Make the house where God may dwell,
Beautiful, entire and clean.

Books are keys to wisdom's treasure,
Books are gates to land of pleasure
Books are paths that upward lead
Books are friends, come let us read.

Every man must educate himself
His books and teachers are but helps, the
work is his.

A good deed is never lost,
He who sows courtesy, reaps friendship;
He who plants kindness, gathers love.

Gold is good in its place, but living,
Brave patriotic men are better than gold.
—Lincoln.

Sixty seconds make a minute,
How much good can I do in it?
Sixty minutes make an hour,
All the good that's in my power.
Twenty hours and four, a day,
Time for sleep and work and play;
Days, three hundred sixty-five,
Make a year for me to strive
Right good things each day to do,
That I wise may grow, and true.

Keep your eyes on the goal, lad,
Never despair or drop,
Be sure that your path leads upward,
There is always room at the top.

Oh may I be strong and brave today,
And may I be kind and true
And greet all men in a gracious way,
With frank good cheer in the things I say.
And love in the deeds I do.

Grade Six

In our sixth grade English History we were working on our problem: Which country has contributed the most toward civilization? After a study of the early nations we decided that the Hebrews had done the most by giving us the Ten Commandments. Pupils became interested and brought pictures of the Ten Commandments, which were found in Pictorial Review. These pictures were used for language study; we interpreted the Ten Commandments in terms that pupils understand. We mounted these pictures and memorized the Ten Commandments. In making a comparison of the early countries we studied government and decided that our own was one of the best. Discussions followed as to why it was. In the discussion it was brought out that all good governments and organizations had constitutions that citizens followed. Our sixth grade had been organized the two preceding years and the pupils suggested that we organize. We did and named our town "Golden Rule Town." Motto:—"Do unto others as you would have others do unto you." We made our constitution, placed the constitution in large cut out letters on cardboard, and placed it where it could be seen by everyone.

"We citizens of the Golden Rule Town should be clean, loyal, truthful, reverent, obedient, honest, fair, thrifty, courteous, pure, brave, cheerful and pure."

We next decided to paste the name of our town on the door and use the cut out letters for our motto and place that in the front of the room. The citizens thought that placards placed throughout the building would help the other citizens of the other towns. Throughout our building, up stairs and down, we had the following which the pupils had made. "Be clean, be cheerful and etc."

We then organized following the plan of the U. S. government. A president, secretary and members of the cabinet, secretaries of geography, arithmetic, language, history, art, library, telephone and so forth. They elected me as the president. We had meetings every two weeks. Secretaries checked papers, conducted classes if I was called out of the room. Prepared completion tests, true and false statements in their various subjects; set good examples for the other citizens and cooperated in any way in which they possibly could.

Later in the year, we made the following placards:

A good citizen is polite.

A good citizen obeys his parents.

A good citizen does not push.

A good citizen goes to school every day.

A good citizen obeys his teacher.

Obey the Ten Commandments.

Attend Church.

Attend Sunday School.

In February we had posters of Lincoln, Washington, Wilson and other great men placed in our halls and their sayings. We memorized these sayings and made applications of them. We studied Franklin and his sayings. We had special phases of moral education just as the other grades did. Dr. Germane and Mr. Engleman, then our superintendent, thought that the best way was to wait until the need arose, but we found it very satisfactory studying some phase of moral education each day. In some of our group meetings there had been a discussion as to whether citizenship could be the basic subject and let all the other subjects in the curriculum swing around it. I thought that it could and suggested to my citizens that we work out a course of study on citizenship training for the next year's sixth grade to which they very readily agreed. The pupils and myself then decided to begin. We had pictures and reports of all the great nations that had contributed toward civilization. We began with the Hebrews. We had pictures of Moses and other great Biblical characters as the picture was shown in the film, oral reports were given. Next came the Greeks with their great art, government and education. Pictures of Socrates, Demosthenes and other great Greeks were shown and reported on. The Romans came next. We stressed good roads, government and patriotism of the Roman. We explained that Greeks fell because of their failing to unite while the Romans gained because of their union. Made application of this to our room showing that citizens must be loyal to their town and the entire school, as well, in order to succeed.

One reel of our picture was devoted to Christianity showing that our best governments and most highly civilized people were found in Christian nations. This was about Christmas time. We secured all the pictures, stories, and poems that we could about Christ. We read "Ben Hur," "The Three

Wise Men," "The Other Wise Man." As we read, we imagined that we were those people taking the trips. Later in history we read, discussed and memorized the oath of King Arthur's Knights. Each pupil considered himself or herself a knight and tried to live up to it. Later came St. Patrick and what he did, for Ireland. Patriotic pictures followed about our great presidents. In each character or nation we discussed what made them great. Our last reel was about the spread of the gospel by the missionaries. We showed that we were very fortunate as a country and that we had a heavy responsibility.

Summary

We believe in visualizing as well as viti-
lizing our placards, posters, poems, stories,
newspapers, picture shows, organization in-
to towns and student participation in gov-
ernment.

Woodburn and Moran suggests that every American citizen should know the Greek oath. Isn't it better for every boy and girl to work out a constitution of their own, using this Greek constitution as a pattern, or take the oath that King Arthur required of his knights?

"I made them lay their hands in mine and swear—

To reverence the King, as if he were
Their conscience, and their conscience as their
King,

To break the heathen and uphold the Christ,
To ride abroad redressing human wrongs,
To speak no slander, no, nor listen to it,
To honor his own word as if his God's,
To lead sweet lives in purest chastity,
To love one maiden only, cleave to her,
And worship her by years of noble deeds,
Until they won her."

CURRENT SOCIAL PROBLEMS AND THE PUBLIC SCHOOLS

DR. HENRY SUZZALLO,

President, University of Washington, Seattle, Washington, at the Kansas City
Convention of M. S. T. A., Nov., 1926.

I HAVE LONG BEEN an exponent of the point of view that the problems of Education cannot be solved purely by psychological approach. It is quite certain that most of our progress in the last fifteen years has been made chiefly in the domain of the processes of learning and teaching, but I have to call your minds to the very important fact that in achieving economy and efficiency in Education we can waste our time and our energies, not merely by teaching the things that ought to be taught and teaching them badly, but likewise by teaching splendidly the things that ought never to be taught at all. (Laughter) We can correct this second social waste only insofar as we assume a social point of view. And I might say that in the course of our progress in recent years that we have developed three conspicuous techniques for the improvement of the efficiency of the modern educational profession.

The first of these is the point of view, which for twenty years I have tried to represent in the United States, and that is the point of view of Educational Sociology.

The great importance which has come from this approach started when the teacher went over to the window of the school and looked out occasionally to find out whether what he or she was driving at in the school room was really what he or she wanted in the school room. Our schools for a long time have been the respectable descendants of a more or less ancient monastic order. We are enclosed by our traditions and we haven't engaged in suf-

ficient self-examination and the result of it is the public, which is far less competent, is doing it for us.

The point of view of Educational Sociology is to attempt to check up the trepidity of the things we do in the school and frequently the great talks on Educational Sociology have been absolutely useless so far as you are concerned, because you had nothing in your mind with which to take it. I don't mean by that a lack of brain power but a lack of sympathy and understanding of the social point of view.

For instance, I can give you one perfectly typical illustration of how the lack of a social point of view delayed by more than fifteen years that greatest reform in the public school system, so far as teaching and learning is concerned, and that is the decrease of oral reading and increase of silent reading. I am perfectly sure that my friends who are here today will remember a series of lectures given fifteen or sixteen years ago in the city of St. Louis in which a plea was made for the great decrease of oral reading and the large increase of silent reading. Now we didn't tell you that had anything whatsoever to do with the speed of reading. We didn't tell you that the rhythm of the throat was very much slower than the rhythm of the eye. We didn't go into any of the psychological explanations whatsoever. But what we did say was, when you make a social survey of the competent people in the world outside one thing struck you about reading and that is most people read silently, and that very few people in

the world, except professionals and a few companionable or newsy wives and husbands at home occasionally, read orally. And so purely on the basis of social use, we pled for more silent reading. But we didn't get it for fifteen years because the Educational Associations had no social point of view and no ability to assimilate the importance of that argument.

Now it isn't into such argument I wish to go today. I am merely illustrating one of the kinds of things that come out of the field of social analysis.

The second great field in which progress has been made has been in terms of learning processes, chiefly through the development of a great educational psychology.

And then third, in order to know how far we are carrying out our new set of objectives and our new set of processes we have to have some means of measuring our attainments, and the third and most conspicuous, perhaps, in recent years of all these three fields, has been the demand of teaching measurements.

I need not now speak of the rather restricted way in which these things have been regarded in the profession, but I merely want to call your attention to the fact that it is along these three lines the greatest progress has been made. But my chief errand today is to call your attention to another field, greatly neglected, which must soon come into its own, else the splendid fruitages of Educational Science will come to cost more than they are worth.

I speak of the great need in education of seeing the situation as a whole, of seeing one thing in relationship to another, or remembering always that while psychology may tell you a little bit about a piece of a human being that you have to behave in connection with all of him. It is the whole personality problem which is involved, and that society at large is the adjustment which the individual must make, with the assistance of the great institution of the school, and when I speak of the necessity of seeing every part in relation to every other part, and seeing every part in relation to the whole, I am pleading for a point of view, which, to a very considerable degree, has gone out of the training of teachers, and that is the point of view of the philosophy of Education.

It is a perfectly remarkable thing how we can engage our attention upon one narrow specialized, particularized line of administration or teaching, or objectives, and find ourselves completely neglecting some very wholesome and necessary aspect of educational life.

Today, therefore, as a part of this philosophical discussion of Social Approach to Education, I want to call your attention to some of the parents' social problems of our time and indicate how they must be carefully taken into account if we are going to get anywhere successfully in the educational business.

I am going to speak of these social problems

as they arise to your minds from the impeachment of three very definite directions.

In the first place, the relation we have to the state.

In the second place, the relationship which we have to all the other institutions for education;

And, in the third place, I speak specifically of the relationship of the educational profession to that great institution with which we are so closely connected, the institution of Science.

Taking the first of these for a moment, I would call your attention to the real social purposes of Education in the United States. We all of us know that in its beginning Education, so far as schooling is concerned, had very largely a cultural origin. It arose as a substitute for apprenticeship—mark that—it arose rather as a complement to apprenticeship. Every fellow could learn what every other fellow in the tribe was doing by watching him and imitating it to either success or failure, but just as soon as a fellow began to jiggle a lot of black marks, he could watch the other fellow jiggle and scribble and do what he pleased, but he couldn't tell what it was all about, and teachers came into existence, just the minute apprenticeship broke down, and somebody had to stop and tell him what this mysterious process was all about. In other words with the invention of language and the recording of language, the teacher stepped into existence.

Now that fundamental fact is exceedingly important. It indicates that apprenticeship and the school system are complements of each other, and it will at once call attention of the critical public that the school has certain marked limitations. It cannot assume all of the burdens that the public wants to give it. You can't train a lawyer in a law school. You can only—well, they say we have to "half-bake" them, but I would say that we three-quarters bake them and the rest of the baking comes on the level of apprenticeship. This idea we should turn out a printer already made for some merchant down in Kansas City or St. Louis is one of the absurdities of the merchant's mind, and that the idea persists is due either to our ignorance or the powerlessness of the school teacher in telling him his assumption is absurd.

Apprenticeship and Schooling are complements of each other. They cannot do the same thing, and it is for you to educate men that it may need to be used as a more or less supplementary process. I shall speak of this a little further on in this discussion because I think most of the social problems created today for the school master are due, upon the one hand, either to the average man's ignorance of this educational institution called the school, or, on the other hand, partially at least, to your own lack of information as to the limitations of your tools. We can stop a great deal of this criticism if we get a sound, philosophical basis of understanding of what each thing can do, and of the particular re-

lationship that each bears to the other. But I will recur to that thought a little later when I discuss the nature of the school in the presence of all these other institutions which do train.

What I want to speak of at this present moment, in this connection, is that the cultural origin of the school was vastly changed when the American republic came into existence. I wonder if you teachers of the United States of America appreciate what a remarkable institution the great public school systems of the United States happen to be. There was nothing like it before in human history. There isn't anything quite like it in the world today. It is the most democratized of school system, and it rests upon two great political sanctions. I wish to advert to those two great political sanctions of today because a great deal of modern criticism is swinging about these two sanctions, which, when they are not clearly understood, leads us to take the position of being upon the defensive.

What are the two great political sanctions for education in the American states, particularly as they concern the great public system of Education? Well, the peculiar nature of our Democracy is such that it neither works for the individual alone nor does it work for society alone. It doesn't merely work to make the individual the all-inclusive, important thing, nor, upon the other hand, does it squeeze him into his niche in society so that the state and institution shall be the absolutely dominant thing. What we have tried to do in the course of our social evolution, as well as in the development of our educational concepts, has been to do the old Athenian thing of getting the proper balance of interest between the two extremes. What we have in the United States today is an attempt to do much for the individual but to do just as much for the state, and to synchronize these two things, not look at them as opposing elements, but look at them as coincident goods.

It was the United States of America, insofar as its first set of citizens is concerned, that, having laid the basis of education, began to look around upon its great institutions and it became aware of the fact there isn't much use in a democracy, of establishing equality of opportunity for adults, under a representative parliamentary system, under a system of checks and balances, of executive and courts, with the courts to protect the constitutional guaranties, if in the race of life the man at twenty-one steps up to the tape and finds that the guaranties of fair play are all very largely ritual and ceremonial. In other words, the judges are at the finish, but nobody starts anything at the beginning to see that nobody starts anything; the judges of the courts see nobody trips him, the courts and the police, and the judges at the finish see to it the rewards go to the winner, but you know and I know if we watch those fellows at the start, that a great many of them never had a decent, fair chance to run that race, for the very simple reason that the untrained sprinters are running with trained sprinters. So, following out the analogy, it was the American republic that set up the idea and ideal

never before set up in the history of the world, that equality of opportunity for individuals in adult life means absolutely nothing without equality of opportunity for training or education in youth. And that is what President Collidge says, and that is what he means when he says, "America's idea of public education is America's greatest contribution to civilization."

Our great expenditures for education in the United States are very largely due to the fact that we are taking the most fundamental American principle in our whole scheme of politics and trying to give each individual the chance to be as tall as God intended him to be. And if the most important thing in the American republic isn't worth paying for, then, my friends, we had better abandon the American republic itself.

The other great sanction upon which our scheme of education rests has always been more or less present in our lives, but we haven't really begun to work it out.

I said that the business of public education is not really to regard that tender, merely to regard fully that tender care of the individual which gives him a chance to be as tall as God intended him to be, but that it has a sanction in social terms. That individuals are not merely for themselves but they are for each other, and for the institutions, the sustenance of those great institutions, the support and defense of those great institutions which, in their cooperations, they become an essential and individual part. In other words, we have in America the great task of defending America.

There are a great many people who complain with reference to the public schools that we aren't making sufficiently patriotic citizens; that we ought to put more attention on the civic side; that we ought to put more attention upon making Democracy freer of the evils which happen to exist within it. Now how are we going to accomplish the results, to make it become the second of the important democratic sanctions?

The business of America undoubtedly, if it is going to compete with the other nations of the world in efficiency, if Democracy with all of its debating societies, its difficulties of resolving the public will with so many millions of sovereigns instead of just one, is going to succeed, then two things are absolutely essential. The first is, we must get more brain power out of our population than is used by any other system of government. The old cast system of government is a feeble one. We weren't willing in America even to accept the cast system at first. Any cast system will never be accepted or acceptable to American people. But we have as a substitute notion, because we realize that we must have leadership, a conception peculiarly our own, to which I call your attention because the application of the dogma will suggest much of the technique that ought to be employed in the conduct of the recitation or of school work. I offer you in place of the idea of a cast system in society and life, which Democracy has abandoned, and in place of the present more or less chaotic

condition of chance leadership in the United States, the dogma of alternate leadership.

Now what do I mean by alternate leadership? I mean a very definite thing. I mean that it isn't possible under the conditions of our democratic living for any one man to be better than all other men in every kind of a situation which may arise and in every type of skill which may be needed. All we have to do is to look out upon our social system and we recognize that that is impossible. What have we in its place? What occurs in your life, in mine, every hour of the day and every day of the week? What happens to me on Sunday is that, regardless of my intellectual training in a special line, you see me occupying a very modest and subordinate place at the feet of some man trained to think and deal with the fundamental problems of human satisfaction. In other words, the minister becomes my leader for the time being.

On Monday morning, being a poor school teacher and out of a job, and finding myself in the necessity of making over my slender finances, what do I do? Do I assume all the conceit in the world an intellectual man might? Not at all. I sit now at the feet of a banker, and he advises me. Do you realize this is the utmost part of wisdom?

And upon Tuesday, having illness in my family, I hastily ring the telephone for a doctor, and on the next day there being a very bad leak in the plumbing, I rush for this man in overalls and do exactly what he tells me I have to do, even at a high price.

Now that is the doctrine of alternate leadership. That is the dogma we have got to supplement or supplant for cast leadership.

What we have in America today is nothing but a concealed system of cast leadership. We took the ancient prerogatives of kings and we have divided them by one hundred and ten million, and each of us is trying to be a little king. If we can't quite be a little king, then we want to belong to the king's social set, or the king's set in power. If we can't get by that, we want our hands around some little cast of power. And to show you our political and social system is still upon that basis, let me call your attention to the occasions in public service when we do exactly the opposite of the thing that you approve of when I call for the doctor, the plumber and my other fellowman, wiser than I, regardless of looks and clothes and schooling or non-schooling, in his particular line, to that time when all we have to do in modern political life is to take the plumber, dignified and competent and everybody ought to follow him in his own place, and take him upon Monday, the day before election, and then on Tuesday sprinkle a few more votes upon him than we do upon somebody else, and on Wednesday he thinks he is an engineer (laughter); he thinks he is a doctor in matters of public health; he thinks he is an educator; he thinks he can assume every divine prerogative of superior brain power and experience, when his mind, you know perfectly well, for intelligence quo-

tient is just exactly the same, and those two days' occurrences couldn't have greatly changed his manner.

Isn't that a difficulty in our democratic life? Isn't that a thing we have got to do something about? Is the public school system going to do two things—or, I might say three things—for the first of all is are we going to get greater brain power out of the mass of people than the ancient cast system, or that monarchical system we now seem to enjoy, half democratic and half regal and half oligarchical? Is it? What is the theory of the great American public school system to expect of the social problems taken from the pages of the philosophy of Educatin (because for the most part you and I do not think of them)? Why, you know upon the basis of common sense that Democracy ought to be able to become the most efficient type of government in the world. If I were looking for gold in the mountains of the Sierra Nevadas or Alaska, and I only had one hundred and ten acres to look in, I wouldn't find as much gold or as large nuggets as though I had one hundred and ten million acres in which to search. Isn't it exactly the same thing with that gold nugget called human brain power? Why, a cast system which seeks its brain power for the management of society and a nation and merely looks upon the top strata that happens to be there, is searching the one hundred and ten thousand people for ability, but in the United States, with our great free public school system, beginning in the gutter and ending in the University, that great ladder scheme where every boy and girl can go as far as his character, his interest and his intelligence will take him, is nothing but a gigantic scheme of searching the whole population for brain power instead of a mere segment at the top. (Applause).

What does that mean, my friends? It means that the present accidental system of pushing forward students has to stop. It means we have been largely picking from those who came up to the gate. The business of the American school teacher is not going to be the general cry: "Everybody keep on going!" because we know it isn't wise for every one to keep on going. For some, the time to supplement schooling with apprenticeship has come. But there are many brainful people who never emerge from the elementary school into high school and there are many mighty-minded souls that go through high school and never go to the college and university.

The greatest waste in America is not the waste of material things. It is the waste of brain and soul power, because we don't get every man up to the level of his potentiality and give him something near like the stature that God intended him to have.

We have got to make it the positive program in America to find brains and keep them encouraged and coming along and bring them up. The colleges are not going merely to sift at the gates those that happen to ap-

pear, eliminating the weak. They have got to go out and search and bring that brain power in. Only in that way shall we have more brain power at the service of the nation than other types of society and government.

What is the second social problem? The second social problem in connection with this service of education to the state in leadership, is to recognize that every man some where and some time will be a leader. It is a pretty hard life when a man has tried and never finds a time when he knows more about that particular thing than anybody else who happens to be there. There is opportunity for leadership in every class-room, as there is in every situation in life for every one, and our great task is to remember that the opportunity of leadership is different from the opportunity of tyranny and authority, in America.

How shall we tie these alternate leaders together?

The second great need is when you have brain power that you make them work as a team, and not as separate individuals. A king can work alone because everybody will obey him. If they don't, they meet with spies, or the police or the army. But in a democracy, where freedom is given, it is absolutely essential that you get your unit from within, instead of your unit from without. Authority has disappeared from a democracy, and principles must take its place.

What does that mean? It means that the great task of Democracy, upon the second side, so far as education is concerned, is to teach people of unequal abilities, specialized and particularized in different ways, how to work together.

What is it that is happening in America today? Why, you know that every time we develop a big man he wants to run the whole show. The more confidence he gets, the more he tends to change it into conceit, and the more conceit he gets, the harder it is for people to follow him. And the result is we are raising a two-fisted set of leaders, each one of whom can work mighty well just so long as he is running the show, but who hasn't the capacity for that curious faculty of relating himself to other people so that he is really a leader with a long procession.

Now I suggested to you at the very inception of this that our organization is constantly changing, since in some matters I lead and in some things I follow, and what we have to do again is that very difficult, Athenian thing, which I mentioned in the course of my earlier treatment of this question, to suggest to every individual how you can put the confidence of leadership into a man, and at the same time tie in along side of it the humility of reverences, of follower-ship and accommodation.

What have we been doing in America in our aspiration to get up as high as we could? Why, what we have been doing in America is: we have all become afraid to be hero-worshippers any longer. We have become exceedingly critical of leadership, until now in the markets of public service, it is very difficult to get the best talent of the nation to serve. The laws of the spiritual market-

place are like the laws of the economic market-places. The man who manufactures goods and sends them to a market that does not appreciate the quality of those goods; that will not buy them and consume them, is a man who goes bankrupt and he must either cease manufacturing that kind of goods, because there is no appreciative market, or go bankrupt, or take his goods to some other place in the world where they will be appreciated. Now it is the same thing with regard to spiritual goods, or spiritual services. If a man goes into public service and says: "I will serve in the domain of public politics; I will serve in the domain of public education," and he constantly takes qualities which the public do not appreciate and do not consume, then the first thing you know he goes into business where he gets a larger return and more appreciation.

The psychic law is exactly the same and that is one of the reasons why we do not happen to have at this great period of our history such leaders as we had in the great constitution-making period when the United States government was established. Now, of course, there are differences of modes, and I do not say that people at that time were any better than the people of our time, but I do say on the whole they were more appreciative of the great qualities that are a part and parcel of high public service.

Then there was another reason. People are always very good and appreciative when they are in trouble. And they had come through the Revolutionary War and the terrible economic condition after the Revolutionary War, and the one time when most people of simple, intellectual minds and large self-confidence are willing to let somebody else do it is when the trouble is exceedingly hot, and then in a hour of great crisis, there come new leaders that hitherto had not presented their services.

In our educational scheme we have begun, as we have said many times, to "socialize" the recitation, but I call your attention particularly to that need to socialize, in every individual, those qualities of mind which may, upon the one hand, become overly social, or, upon the other hand, relatively unsocial, to teach leadership with its ability to act with-in restraint, to teach the man who doesn't know as much as the man in front of him to exercise restraint and develop the attitude of human will so he will follow him.

I think it is as much a test of good government and a test of good social living as to how completely we can be good followers as it is to be good leaders. One of the reasons in America today is because we are too young in our theory of Democracy as a great, co-operative enterprise, and the result of it is that we leave humility to schools, and arrogance to great men.

I want to suggest to you that until we have brought back humility into the human spirit, we won't have any people recognizing that anybody is better than they are, or, on the other hand, to trace out the figure of speech which I have just used, I will say that as long as you have no people with humility

and appreciation of others, you will have no spiritual market-place, and if you don't have that, there will be no demand for leadership. Followership is one side of the coin and leadership is the other and you have to have them both.

The third thing which I wanted to mention in connection with some of these current problems of social life, is the great need, in this connection, of recalling some of the distinctions that occur in the great codes of control, by which means people are made to live with each other and to get along fairly successfully.

I am now calling your attention to something that was said by a great British jurist. I wish every teacher would remember what I now have to quote from him, using his analysis with considerable freedom. He said, "In all our civilization there are three distinct domains wherein people live and act together and are controlled by different methods. Over on the one extreme here is the domain of law, where the people can say what they want and they can get it done through making into law what is enforceable by law. And then way over on this opposite extreme is the domain of liberty. It is the thing that the individual ought to be allowed to do in order to keep him happy, comfortable and decent. For instance, one ought to take his recreation in his own way, else how could he rest himself, if he spent all of his time obeying somebody else? All obedience is somewhat strainful. There is a time a child likes to lay upon the floor and kick up its heels and have a good time in its own singular motion. Play as a part of military drill is an excellent thing. That doesn't mean to say that you should have no military drill, but they go together."

It is a part of the whole problem of modern life that we should make recreation decent and a respectable thing, because the more of life there is, the more you have to accommodate and adjust things. The more people try to live together the more people we have to accommodate ourselves to. So when the Puritans could be unrecrative back in their time when life was simple, modern Americans have to be recreative and play to keep sane at all.

So the domain of Liberty, I think, is becoming more important than it ever was in the days of human history. So a man ought to have the privilege of picking his own wife without people coercing him too much; ought to have the pleasure of taking his enjoyment in his own way. If he doesn't like to do this, let him do something else. But the singular thing in America is this fact: we have become in a sense not merely a nation short on tolerance, but we have become a nation increasingly strong on coercion.

The dominion of Law on the one hand, the dominion of Liberty on the other.

But neither of these two things are the most important domains in our system of social control. There is a third domain which is the most important of all. It is what I would call the domain of Honor. It is the thing everybody wants done, if he is sane and

thoughtful, but which you never can get done by law or coercion. It is the thing that you do because you have to be true to yourself, because something has been woven into your nervous system, and you would rather die than not do it. With all the discipline of the captain and crew of a ship when a ship stands the crisis in a great storm, and is about to go down, you would not keep the physical power of the multitudinous number of men, stronger than women and children, from beating their way to the boats and expressing their full instinct of self-preservation by discipline alone. But such a thing doesn't happen in civilized society. The captain doesn't have to tell them, the crew doesn't have to coerce them. When the great Titanic went down, it went down with men standing back, arms folded, and women and children to the boats first.

I say that of all the means of social control, that where we exercise our control through law, and that where we may fully release the human spirit through liberty, the greatest achievement of education and training and discipline is not that we obey the law, but that we do the decent thing we do out of a sense or code of horror. (Applause).

My friends, it was Thomas Jefferson who expressed in a very cryptic phrase something that the modern man hasn't altogether understood. He said, "That government is best which governs least." Does it mean that when there are twenty criminals loose in the town instead of ten you should not increase your police force, you shouldn't increase your governmental powers and your coercive method of authority? No. Does it mean that when new crimes are being invented, you shouldn't have new statutes and more police to enforce them? No. What Mr. Thomas Jefferson said and what he meant was no accident in Thomas Jefferson's philosophy, for remember that he was the first great statesman in America, who had in his plan of education what practically called for a system of schools from the primary grades clear through the university supported by public taxation. The two thoughts are connected. They flow out of the same integrating philosophy.

What he meant was this: that the more in civilization and in social life you can take the self-control of the domain of Honor and make it work, the less you have to do by law and coercion and the better government and society you have. In other words, insofar as you can make Education as control take the place of coercion, you have a better society and better government and a truer democracy.

Do you fool yourselves, my good friends, in your lack of analogy or social psychology into thinking that all these laws that are passed by the common council, and the supervisors of these ordinances, and the seven, eight or ten thousand laws passed by the state legislature of the State of Missouri, and all of the Federal enactments back there at Congress you obey because you remember? How many of them could you repeat today? You don't obey them

because you remember them. That is one of the silliest assumptions of modern politics that because we pass a law people are going to obey it. No, my friends, the only reason you are going to be able to get from here to the hotel without being arrested one hundred and fifty times is because you have been educated in your attitudes; you have been given fundamental character, and you just don't want to do those things that are inconsiderate of other people and which when you do them become crimes and misdemeanors. You don't do them because you have a memory for a million different laws you should not break. It is the coincidence of a decent personality and decent spirit with most of the laws that keeps you and me out of jail.

In other words, the business of Education is that of vastly increasing the capacity of a man for good conduct so that his good conduct will coincide with the law and so that it will change freedom over into liberty instead of over into license and leave him free to fare forth in the world, a man of honor who will do his duty, small or big, and who of necessity will provide the example of discipline that while he loses his own life he will save a hundred thousand others. What other sanction is there for the dogma that a captain shall go down with his ship or be the last to leave it? Why, he may know an hour before that the inevitable is coming, but it is merely a code of honor because if the passengers know that captains will stay with ships and if necessary go down with them, they know that precision and care of the passengers is going to be provided for.

That is what I mean when I speak of the great function of Education. Not merely to make us law-abiding people, a people in whose hands liberty is safe, but a people, who, more and more, shall do the fine things they do, which cannot be forced on them, largely by virtue of the fact that they have the mind and intelligence for self-correction, but most of all the attitudes and sensibilities that make it more painful for them to do the wrong thing than it is for them to do the sacrificial right thing.

Now I do not wish to push this point to fit in this discussion, but I do wish to call your attention to some of these great social tendencies and social traditions and social principles which seem to me, to a great degree, to have been left out of account in our thinking about Education, and particularly Education in relation to the great democratic state. There are, almost as concluding thoughts, two more things I would say to you.

I would call your attention, in the first place, very briefly to the fact that our modern school system, which had its basis in an educational system devised primarily to overcome the restrictions of authority, is now devised primarily to protect ourselves, or ought to be devised to protect ourselves against propaganda. What do I mean by that? Take the position of the modern university, because there it is clear. Where did the modern university come in, in the beginning? Our state, upon the one hand, and

the church, upon the other hand, governed things so completely you couldn't investigate truth, and if you found it you couldn't speak it, and if you spoke it you couldn't act it, and in the course of the conflict of these two great institutions, they began to give the institution searching for truth certain liberties of its own, and it set up the great dogma of academic freedom.

The time is past when the public school system is suffering from the tyranny of authority. But where does the great trouble come from today? Not from Authority coercively exercising itself vertically upon human kind; it comes from the lateral or horizontal suggestiveness of modern propaganda. When you read the paper this morning did you know what to believe? When you read a magazine article here a month ago on the European situation, were you sure that you ought to cancel the debts, half cancel them, or make them pay every dollar of it? Somebody told you it was a bankers' game, and they said avarice was behind it; and then you read another article and that told you the people of these countries were miserable and never could get upon their feet, and they said we would get an anarchistic world if we didn't watch out. Did you believe it? And then they tell you the war was fought for Democracy. That is what most of us thought. And somebody tells you it was fought for the great economic interests. How are you going to know what to believe in modern life?

The danger today is not from the tyranny of authority but from the suggestiveness and confusion which come in a great era of propaganda.

How is that going to change your teaching? Are you going to be able to make these intellects in the public schools sufficiently critical? Are you going to be able to make them searchers after evidence, concluders upon the basis of fact? Why, you can't get along on the old habitual training, doing the thing for the youngster and telling him what is right. What is right today will be wrong tomorrow.

And so our whole school system is putting a new emphasis upon the critical and constructive thing. We have got to train the individual to think. If we can't train him to think in every domain, we have got to train him to be a good picker of leaders, to be a good judge of men, to know an expert when he sees him, and to recognize in the democratic doctrine of alternate leadership if you can't think for yourself, learn how to pick a man who will do your thinking for you.

I know that seems a little disgraceful—nobody wants to do it,—but it is being done wholesale today. A lot of you think you are thinking, but you are merely swallowing what the other fellow thinks without knowing who the leader is or who this enormous person is behind the news item.

The last thing I would say to you with reference to some of these contemporaneous problems—and then I am done—is that if the schools are to play fairly with each individual, and if the schools are to be the un-

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biased teachers of Truth, if the schools are to be the efficient pickers of leaders and developers of them, if the schools are primarily to be charged with seeing to it that every individual has his chance to attain the God-like stature of his own potentiality, then, my friends, we are dealing with an institution that hasn't very much to do with current controversies after all. As the courts deal with the fundamental law-given rights, the constitutional guaranties of Life, Liberty and the Pursuit of Happiness and the Possession of Property, so your schools are protecting, guaranteeing the right of development in all the God-given powers of childhood. They can't be made the victims of the class room, or petty tyranny of any sort. You and I have got to begin to think and teach in the class room that the United States government is not merely a government of three great divisions but of our,—not merely the Legislative, which makes the law, the Executive, which executes it, the Courts, which protect our guarantee of a non-partizan, but because these alike are dependent upon the education of the schools we have the fourth grade branch of government, namely, the Educative.

We did not make a four-fold division because our Federal Constitution was written before the development of the great American public school system. Our state constitutions, for the most part, are written or copied from models that went back prior to the development of our full scheme of education, but to prove it is an important function of government, all I have to do is to

quote the very economic tax-payer of the home, who says you are spending more money for Education than for all the rest of the government combined. It is true. And if it is true it is because it is more important. And if they are the largest expenditures the Government makes, then it is entitled to the fourth position in government.

Four branches of government:—the Legislative, to take the controversies of the time and to resolve them through the civic vote and representative deliberation; the Executive impartially to administer those laws, with due reference to the policy laid down and the restraints expressed in the Constitution and defended by the courts; the Judiciary, independent of both the Executive and the Legislative, independent of politics to the fullest degree possible; and fourth, the Education, dealing with the fundamental sanctions and guaranties, and it ought to be equally independent of politics with the Judiciary. The first two elected out of the issues of great campaigns and colored by their partizan feeling, and the last two representing the aloofness of the fundamental principle of our nation, set aside and guaranteed independent from controversy.

In that teaching, which makes way for the new Democracy, who shall be the wisest interpreter of the new form of government we get out of every passing decade? The Schoolmaster, who understands as no one else, the great democratic functions of Education in this novel American political system. (Applause.)

WRITERS OF MISSOURI.

By A. R. Alexander.

AMONG the Missourians who pursue the literary life are some whose work and influence go far beyond the borders of the state. The state, itself, is a large domain, and it is no small achievement for a man or woman to gain the attention of such a constituency. Sometimes, however, it happens that the remoter world catches sight of new merit and invites the performer to far-spread fields of service.

Emily Newell Blair.

This was true of Emily Newell Blair, for from the precincts of a small Missouri city her influence spread until her ability and personality became known and enjoyed in every section of our country. Very briefly—too briefly, perhaps—her history may be stated in a paragraph: Born in Joplin in 1877, a high school graduate at Carthage, a special student in college and state university, married in 1900 to Harry W. Blair of Joplin, she reared a group of bright children and

with her splendid husband maintained a happy home.

Along with this family career Mrs. Blair evinced an intellectual growth corresponding to the business and political activities of her time. The political excitement of the '90's and thereafter caught her attention. She perceived a field of action that summoned her and other women who had the ability to serve the public interests. Later she entered into the support of the Wilson administration and was the first woman to hold a place as a member of a partisan national committee. There her work distinguished her. During the war she was an influential worker in publicity lines, talking and writing for the support of government measures in carrying on the great struggle.

But Mrs. Blair had early been interested in literary writing. Her "Letters of a Contented Wife" drew attention and admiration. She wrote stories and articles for many maga-

zines. Her choice was not so much the production of imaginative literature but, gifted with literary taste and a facile power of expression, she preferred to use her gift in promoting the practical affairs of life, a trait clearly shown by the titles of her articles in *Harper's Magazine*: "Men in Politics," "Women in Politics," "This Business of Wifehood," "Why I Sent My Children Away to School," and her "Tasting and Testing Books," which recently appeared in *Good Housekeeping Magazine*. Mrs. Blair's writing is clear in style, valuable in content, and always refined in tone.

Velma West Sykes.

Velma West Sykes, who resides in Kansas City, has written plays, poems and essays. Her special liking is for play-writing and she considers this form of expression her best field. Four of her one-act plays have been published and are popular. Of a series of ten Bible dramas, several have been completed and some three-act plays are in preparation. A department on child-training in the *Household Magazine* is conducted by her and is enriched by her experience in the rearing of her own children and by her special studies of home life. Mrs. Sykes' verse is of excellent quality and the thought-content is very interesting. "Patricia Reed," a versified story or ballad of the early west, typifies the writer's clarity of imagination and constructive skill. Some of her two-stanza poems are like concentrated pictures—full of meaning perfectly expressed.

Lois Oldham Henrici.

Lois Oldham Henrici is author of short stories, sketches both humorous and serious, and a book entitled "Representative Women." Her writings appear in the better-class magazines, such as *Collier's*, *Woman's Home Companion*, *Youth's Companion*, and in newspapers. Her first story, written at fourteen years of age, was taken by the *Youth's Companion* and the author tells gleefully that in some respects the five-dollar check given her for that story was the largest she ever received, because with it she bought so many articles that suited her girlish fancy. This writer's humorous sketches are especially desired by the newspapers and magazines, and they amply reward the reader with their quaint philosophy. Her home is in Kansas City.

Mabelle McCalment.

Mrs. Mabelle McCalment is another of the new class of writers in Missouri. Like several of our women authors, Mrs. McCalment gives her first interest and attention to her family. It was said by a teacher of philosophy in our university, that living was greater than writing, and that writing should proceed from living as a sort of by-product. That philosophy has been practised for years by this author and others of the Kansas City group. Mrs. McCalment produces fiction by preference and has a half a hundred short stories and novelettes to her credit, besides poems and articles of high merit in *Country Gentleman*, *Red Book*, *Weird Tales*, *Parisienne*, and other magazines.

Hugh F. Grinstead.

Hugh F. Grinstead, of Columbia, is perhaps the most regular producer of short stories and tales in the state. There is a steady demand for and use of his stories in *Youth's Companion*, the *Western Story* and *North-west Story* magazines and other periodicals. He was a native Missourian who, while a small boy, migrated to Indian Territory, then to Texas and New Mexico and, at thirty, back to Missouri. His observations and experiences, during these western sojourns, became a fund of resources for interesting and thrilling stories. In the first five months of 1926, Mr. Grinstead wrote eighteen stories. He and Mrs. Grinstead, with their five children, live happily in their home in the university town and other members of the family are manifesting and developing literary tastes and ability. Mr. Grinstead is one of those who have been honored with the presidency of the Missouri Writers' Guild.

Blanche Sage Haseltine.

Another on the Kansas City roll-call of writers is Blanche Sage Haseltine, whose specialty is department work for a magazine, "Wee Wisdom," published for children, in her own city. Stories for the children, book reviews, occasional verse and newspaper articles occupy her time and attention. Her work has been used by *Holland's Magazine*, *Suburban Life*, *Woman's Magazine* and *Unity*. Her career of authorship, recently begun, is commendable and promising. The future years will fitly sustain her literary plans and purposes.

"Tom" Shiras.

Although not now a resident of Missouri, "Tom" Shiras is held to be a Missouri author by reason of his long and intimate association with this state. A Kansan by birth, soon a resident of Missouri with newspaper connections in Kansas City, he married a Missourian of Mountain Home, and finally settled in journalism and publishing at Baxter, Ark. He is much in favor with members of the Writers' Guild because of his vivacity and picturesqueness of style, as well as his plain philosophy. His themes in fiction are indicated by these titles: "When Mother Came Into the Firm," in *Woman's Home Companion*; "Dross," in *Munsey's*; "The Wolf," in *All-Story*. His productions appear frequently in *Collier's*, *Popular Monthly* and many practical publications.

Grace Strickler Dawson.

A true poetic quality resides in and wins admiration for the writings of Grace Strickler Dawson. Her love for this form of composition absorbs her attention to the exclusion, practically, of other literary forms. The high and beautiful things in child life and in human experience are her themes, and they are set out in words and lines whose effects are musical and impressive. Her poems in the *St. Nicholas Magazine* are clearly superior. The *Century*, *Child Life*, *Good Housekeeping*, and the *Poetry Magazine* use her productions. An excellent child's poem of eighteen lines is "The Sand Pile." Recently there appeared a thanksgiving poem of unusually fine sentiment entitled, "Spread the Bright Board." The magazines illustrate Mrs. Dawson's poems quite fully. Her home is in Kansas City, where she is duly appreciated personally and for the delightfulness of her literary work.

MORE LIGHT ON LEGISLATIVE APPROPRIATION.

From

The Committee of the School Administrative Association of Missouri.

GENERAL ASSEMBLY 1925

When the 1911 school fund apportionment act was passed, the public schools in general, but the larger systems in particular, were promised that the new law would make but little difference in the total apportionment of school funds received from the state. It was emphasized, however, that a more equitable distribution would be made under the new law. In the early years of the new apportionment law the great majority of the districts saw but little change in its operation as compared to that of the old law. This was in thoro harmony with the opinion held by the sponsors of the new apportionment law.

The World War came on with its higher taxes and increased revenue from which the schools, for a while, benefitted. The natural decline in revenues followed in which all institutions shared alike until 1923 when the revenue stationary point was reached. The total state revenues fluctuated from \$4,933,000 in 1912 to \$14,688,000 in 1922. Since that date the annual state revenue has averaged about \$11,500,000. This makes one-third of that amount about \$3,800,000, the average annual appropriation set aside for "the support of the public schools."

The decline in net apportionment to the public schools from 1922 to 1926 was over \$520,000 per year. The net apportionment of school funds to the public schools in 1926 was only \$445,000 more than they were in 1912 and that in spite of the fact that the assessed valuation of all taxable property of the state is $2\frac{1}{2}$ times what it was in 1912. In other words, whereas the assessed valuation of taxable property in Missouri had increased 150% in 15 years, yet the apportionment for the public schools increased only 25% in the same period of time.

Had the Legislature of 1925 been even as generous as the Legislature of 1923, there would have been \$800,000 more revenue for public schools, which in the aggregate would have shown for 1926 an increase of \$1,130,000 in school revenue over 1912 or an increase of 62%.

We would again call attention to the fact that whereas in 1925 one-third the state revenue or \$3,453,561.47 was set aside by legislative act, only \$2,485,147.68 found its way to be apportioned the schools or \$105,023.42 less than, that required by the Constitution; that of the \$3,912,344.58 appropriated by legislative act for the schools for 1926 only \$2,249,697.97 actually was apportioned which was \$684,560.46 less than that required by the Constitution.

TABLE I

Missouri Revenue for a period of 15 years

	Total Ordinary State Revenue	*1/3 Ordinary Revenue	#1/4 Ordinary Revenue	†Net Revenue Less than the Apport. Schools 1/4 Revenue
June 30, 1912	\$ 4,933,353.75	\$1,644,451.25	\$1,233,338.43	‡\$1,804,070.41
June 30, 1913	5,072,454.27	1,690,818.09	1,263,132.57	1,644,651.22
June 30, 1914	5,209,969.56	1,736,656.52	1,302,492.39	1,653,940.62
June 30, 1915	5,273,800.29	1,757,933.43	1,318,450.07	1,631,835.82
June 30, 1916	5,293,003.13	1,764,334.37	1,323,250.78	1,608,827.16
June 30, 1917	6,092,467.38	2,030,822.46	1,523,116.84	1,668,260.39
June 30, 1918	7,177,971.87	2,392,657.29	1,794,492.97	2,000,859.86
June 30, 1919	8,270,132.52	2,756,710.84	2,067,544.13	2,312,735.10
June 30, 1920	10,271,548.05	3,423,849.35	2,562,887.01	2,887,622.39
June 30, 1921	14,236,707.57	4,745,569.19	3,559,176.89	4,187,973.69
June 30, 1922	14,688,549.83	4,896,183.61	3,672,137.46	4,337,790.09
June 30, 1923	11,356,215.54	3,785,405.18	2,839,053.88	3,246,989.09
June 30, 1924	12,792,073.65	4,264,024.55	3,198,018.41	3,659,946.68
June 30, 1925	10,360,684.41	3,453,561.47	2,590,171.10	2,485,147.68 °105,023.42
June 30, 1926	11,737,033.74	3,912,344.58	2,934,258.43	2,249,697.97 °684,560.46

*The amount set aside for public schools by legislative act.

#The amount required to be set aside for schools by the Constitution.

†The net apportionment to schools after deductions by legislative acts.

‡Amount greater than "the 1/3" because of interest on certificates of indebtedness and no deductions thru legislative acts.

°Less than "the 1/4" required by the Constitution because of excessive diverting of school funds from the "teacher-attendance quota" by the Legislature of 1925.

TABLE II

School Fund Apportionment for 4 Missouri Cities

Year	Daily Attendance Quota	Ratio on Daily Attd.	Apportionment on Daily Attendance		
			St. Louis	Kansas City	St. Joseph Springfield
*1910	By Census	\$1.78 pr. child	\$350,102.53	\$131,757.86	\$75,869.30 \$16,575.00
*1911	By Census	1.81 pr. child	\$355,427.05	133,761.70	34,515.05 15,385.76
1912	\$ 836,970.41	.01077	147,084.14	63,084.29	18,170.40 11,413.24
1913	642,401.22	.00812	115,470.95	50,001.72	13,821.53 9,232.72
1914	612,665.62	.00731	112,254.72	46,557.81	12,920.28 7,913.31
1915	584,120.28	.00663	107,303.59	43,881.66	11,512.51 7,288.49
1916	514,077.16	.00601	95,090.05	40,895.73	10,139.53 6,636.17
1917	549,660.39	.00624	103,045.20	43,980.59	11,087.34 7,027.77
1918	865,609.86	.01031	170,035.76	76,586.91	17,742.12 11,070.29
1919	1,160,865.10	.01374	226,656.11	81,759.30	22,152.73 14,040.03
1920	1,615,897.39	.01859	296,846.52	140,650.45	31,077.85 22,726.16
1921	2,767,723.60	.02976	527,791.28	249,453.69	58,164.35 38,472.16
1922	2,820,515.09	.02909	526,197.36	257,241.39	56,039.38 40,822.96
1923	1,674,639.09	.01692	308,460.57	159,452.50	33,682.85 24,933.56
1924	2,056,671.68	.02101	383,741.28	207,731.49	41,751.92 35,670.46
1925	828,822.68	.00822	152,325.46	83,881.60	17,073.63 13,707.68
1926	566,122.97	.00564	104,078.67	58,529.77	11,892.85 9,543.81

*Apportionment under old law. New law operative 1912.

Note that the assessed valuation of property increased 100% from 1921 to 1926, yet the apportionment in 1926 was 80% less than what it was in 1921. The apportionment for 1925 and 1926 was all but wiped out by legislative acts of the Legislature of 1925.

Altho but four school systems are represented in the above table, yet the gradual reduction in school fund apportionment has likewise affected every school district in the state in proportion to its size and daily school attendance.

We next invite attention to another table as made up from the record of appropriation bills as found in the compiled laws appearing in the respective Session Acts from 1913-1925.

TABLE III

Title	Appropriations		for Related		Educational		Purposes	
	1913	1915	1917	1919	1921	1923	1925	
Tchr. Trg. High Schools	*\$100,000	\$160,375.00	\$175,000.00	\$200,000.00	\$ 225,000.00	\$ 396,000.00	\$ 396,000.00	
Tchr. Trg. City Schools			60,000.00	140,000.00	160,000.00	180,000.00	275,000.00	
Rural H. S. Aid	50,000	125,000	225,000.00	300,000.00	288,000.00	288,000.00	50,000.00	
Rural H. S. Deficiencies		8,715.03	68,263.05	9,675.00			60,000.00	
Vocational Education			263,920.00	205,820.75	293,800.76	346,000.00	440,000.00	
Co. Supt's. Salaries	91,200	91,200.00	91,200.00	91,200.00	91,200.00	91,200.00	91,200.00	
Negro Summer Schools							15,000.00	
Rural and H. S. Inspectors	18,300	10,800.00	39,200.00	41,200.00	43,300.00	51,600.00	77,600.00	
Deficiencies for St. Louis							37,627.18	
Physical Education						10,000.00	1,500.00	
Rehabilitation					80,858.88	15,000.00	2,500.00	
Other Deficiencies		170.11	1,216.89	8,100.00		7,662.61		
Total from Gen. Revenue	259,500	387,375.00	303,120.00	132,400.00	134,500.00	733,800.00	4,000.00	
Total from School Fund		8,885.14	620,679.94	863,595.75	1,047,659.64	651,662.61	1,442,427.18	
Grand Total	259,500	396,260.14	923,799.94	995,995.75	1,182,159.64	1,385,462.61	1,446,427.18	

*Underscored figures are amounts from General Revenue, all others from School Fund.

Note the gradual encroachment of special educational or related appropriations diverted from the one-third set aside for the public schools, culminating in almost entirely confiscating that fund by the Legislature of 1925.

The 1923 Legislature appropriated out of the General Revenue of the State, as the above table shows, the aid for Teacher-Training Schools, Junior Colleges, County Superintendents' salaries and High School Inspectors' salaries and traveling expenses. But the 1925 Legislature made this total appropriation, amounting to \$839,800, out of the school fund allotted by law to the support of the public schools. This amount alone if appropriated from the General Revenue instead of the School Fund would have left an amount that would have increased this year's daily attendance apportionment to considerably more than one million dollars, and would have more than doubled the daily attendance apportionment received this year by every school district in the state.

A rumor was quite generally current at the time the appropriation bill was being considered by the 1925 Legislature that a number of the leading legislators remarked that they could better afford to divert this large sum of money from the original purpose for which it was intended by constitutional provision, "because school officials would kick less **effectively** than would persons identified with any other institution supported in whole or in part by the state".

Now this Committee is very well aware of the fact that our legislators are quite generally besieged and importuned by representatives of the various institutions and other interests in seeking more liberal appropriations for the respective causes they represent. However, inasmuch as all public education, the institution of the great mass of common people, has but little if any representation outside of the legislators themselves to plead its cause and needs before the legislators, it is thereby more likely to fare poorly in the matter of state support. And since the legislators themselves are the representatives of the common people as opposed to the special private interests of the

State, we feel there should be little if any need of lobby representation in behalf of public education.

In other words, we feel that if every public school is to share equitably and proportionately in the public school fund of the state, it should so share it at least within constitutional limits of 1/4 the state revenue if not according to the statutory limits of 1/3 of the ordinary state revenues. The Legislature of 1925, while possibly not intending to be unfair to the public schools of the state, nevertheless proved to be so when their appropriation measure diverted so much of the school fund that for the biennial period July 1, 1924 to June 30, 1926, the schools actually received \$789,583.88 less than 1/4 the state revenues in that period of time, the minimum prescribed for equitable and proportionate distribution by the Constitution.

It is not the purpose of this Committee to make numerous suggestions relative to revenue measures or school legislation but rather to be **illuminating**, as the title of this report suggests. We do think it wise, however, that our legislators be made acquainted with the unfortunate economic plight into which the public schools have been plunged by the shortsighted appropriations policy of the Legislature of 1925. We feel that the authorized legislative committee of the Missouri State Teachers' Association should be properly backed and supported in their legislative program rather than that their work be duplicated by the special legislative committee of the State School Administrative Association.

Respectfully submitted,

Legislative Committee State School Administrative Association.

(Signed) C. A. Greene, Chairman

F. E. Engleman, Member

Roscoe V. Cramer, Member

December 15, 1926

ANOTHER REVIEW OF THE EDUCATIONAL APPROPRIATION ACT OF 1925 LEGISLATURE

To All Friends of Education:

We, the Legislative Committee of the State School Administrative Association, in presenting the following report do so with the idea that the same shall be practically a supplement of the report issued by this committee April 15, 1926. In the report of last spring we especially showed the effect of legislative action of the 1925 General Assembly on the State School Fund apportionments as received by the counties and principal towns of the even numbered senatorial districts. We now set forth the figures showing the effect of the same legislation on the apportionment of said funds in all the state senatorial districts. We trust that our much labor may bring forth good fruit thru its enlightening the friends of education and people in general as regards the shortsighted policy of the 1925 Senate Appropriations

Committee in diverting school funds from their regular channel thus crippling the progressive policy of most of the school districts of the state and forcing upon them the alternative of raising tax levies or inaugurating a policy of parsimonious retrenchment.

We also feel that if the legislators themselves are made acquainted with the almost tragic effects of the action of the 1925 legislature, their pride and sympathy will be so aroused that the 1927 legislature will be fairer and more considerate of the public schools of the state than were their predecessors of 1925.

We feel further, that if the school people of the state are in earnest in this matter they will plead the children's cause most assiduously with their respective Senator and Representative in the General Assembly. The following table is self-explanatory:

County	FIRST DISTRICT Senator M. E. Ford			
	Attendance Apportionment			Two years' loss By Act of 1925 Legislature
	1924	1925	1926	
Atchison	\$ 9,322.89	\$ 3,790.94	\$ 2,549.96	\$12,304.88
Gentry	10,912.91	4,367.15	2,959.93	14,498.74
Nodaway	19,252.62	7,709.33	5,226.21	25,569.70
Worth	5,245.02	1,960.26	1,338.35	7,191.43
Totals	44,733.44	17,827.68	12,074.45	59,564.75

SECOND DISTRICT				
Senator E. R. James				
Senator Elect W. S. Willard				
Buchanan	\$50,412.59	20,551.50	\$14,291.89	\$65,981.79

	THIRD DISTRICT			
	Senator B. T. Gordon			
Andrew	\$ 8,864.53	\$ 3,537.15	\$ 2,376.82	\$11,815.09
Clay	16,182.54	6,293.40	4,703.44	21,368.24
Clinton	9,838.18	3,934.30	2,573.46	13,168.60
DeKalb	7,574.84	2,960.86	1,936.49	10,252.33
Holt	10,029.29	4,022.55	2,741.96	13,294.07
Platte	8,641.62	3,474.34	2,373.13	11,435.77
Totals	61,131.00	24,222.60	16,705.30	81,334.10

FOURTH DISTRICT				
Senator O. A. Pickett				
	Senator Elect J. G. Morgan			
Grundy	\$12,856.90	\$ 4,989.74	\$ 3,189.03	\$17,535.03
Harrison	13,858.63	5,639.32	3,851.08	18,226.86
Livingston	12,236.03	4,875.10	3,120.10	16,476.86
Mercer	6,834.18	2,756.38	1,755.00	9,156.98
Putnam	8,581.12	3,545.08	2,347.39	11,269.77
Totals	54,366.86	21,805.62	14,262.60	72,665.50

FIFTH & SEVENTH DISTRICTS				
Senators M. E. Casey & J. S. Summers				
County	Attendance Apportionment			Two years' loss By Act of 1925 Legislature
	1924	1925	1926	
Jackson	\$236,646.47	\$96,178.02	\$67,361.99	\$309,752.93

SIXTH DISTRICT				
	Senator and	Senator-Elect Walter Brownlee		
Chariton	\$13,589.88	\$ 5,092.95	\$ 3,515.32	\$18,571.49
Linn	16,597.46	6,553.68	4,246.19	22,395.05
Sullivan	12,100.02	4,997.18	3,362.64	15,840.22
Totals	42,287.36	16,643.81	11,124.15	56,806.76

EIGHTH DISTRICT				
Senator and Senator-Elect W. R. Painter				
Caldwell	\$ 9,533.73	\$ 3,572.25	\$ 2,649.47	\$12,845.74
Carroll	12,406.00	5,395.93	3,258.54	16,157.53
Daviess	11,323.54	4,659.82	3,108.39	14,878.87
Ray	15,577.08	6,391.48	4,297.23	20,465.45
Totals	48,840.35	20,019.48	13,313.63	64,347.59

	NINTH DISTRICT			
	Senator A. G. Hildreth			
Adair	\$15,248.06	\$ 5,922.86	\$ 3,833.67	\$20,739.59
Macon	17,786.52	6,880.03	4,381.87	24,311.14
Shelby	8,695.28	3,683.45	22,797.23	10,909.88
Totals	41,729.86	16,486.34	11,012.77	55,960.61

THE SCHOOL AND COMMUNITY

TENTH DISTRICT

Senator and Senator-Elect Nick T. Cave

Boone	\$17,499.82	\$ 7,887.98	\$ 5,409.28	\$21,702.38
Callaway	12,868.71	4,856.40	2,649.47	18,231.55
Montgomery	9,863.97	3,848.62	2,593.00	13,286.32
St. Charles	7,817.52	3,221.40	2,091.08	10,322.56
Warren	3,781.94	1,512.30	952.04	5,099.54
Totals	51,831.96	21,326.70	13,694.87	68,642.35

ELEVENTH DISTRICT

County

Attendance Apportionment Two years' loss By Act of 1925 Legislature

Senator Frank Hollingsworth

	1924	1925	1926	
Audrain	\$12,623.90	\$ 4,959.92	\$3,430.95	\$16,856.93
Lincoln	8,899.84	3,559.40	2,299.52	11,940.76
Pike	10,879.66	4,234.82	2,693.14	14,831.36
Totals	32,403.40	12,754.14	8,423.61	43,629.05

TWELFTH DISTRICT

Senator and Senator-Elect W. M. McMurry

Clark	\$ 7,226.53	\$ 2,842.04	\$1,844.17	\$ 9,766.85
Knox	6,291.60	2,500.03	1,615.75	8,467.42
Lewis	8,879.72	3,634.88	2,432.37	11,692.19
Schuyler	5,557.38	2,552.30	1,483.69	7,378.77
Scotland	6,833.19	2,585.38	1,788.34	9,292.66
Totals	34,788.42	14,114.63	9,164.32	46,597.89

THIRTEENTH DISTRICT

Senator J. H. Whitecotton

Marion	\$18,051.18	\$ 7,259.35	\$ 4,789.50	\$24,053.51
Monroe	9,242.88	3,437.48	2,269.21	12,779.07
Ralls	6,771.99	2,800.73	1,869.04	8,874.21
Randolph	17,719.28	6,992.75	5,082.40	23,363.41
Totals	51,785.33	20,490.31	14,010.15	69,070.20

FOURTEENTH DISTRICT

Senator F. J. Quigley

Senator Elect John H. Gunn

Camden	\$ 5,686.69	\$ 2,278.12	\$ 1,441.85	\$ 7,653.41
Cooper	10,158.99	4,112.35	2,879.45	13,326.18
Howard	6,795.22	2,963.42	1,996.65	8,630.37
Moniteau	7,836.19	3,141.25	2,171.80	10,359.33
Morgan	6,546.10	2,732.30	1,890.58	8,469.32
Totals	37,023.19	15,227.44	10,380.33	48,438.61

FIFTEENTH DISTRICT

Senator R. N. Lower

County

Attendance Apportionment Two years' loss By Act of 1925 Legislature

	1924	1925	1926	
Benton	\$ 7,243.70	\$ 2,817.63	\$ 1,876.06	\$ 9,793.71
Hickory	4,839.96	1,931.36	1,250.83	6,497.73
Pettis	23,395.03	9,150.55	6,364.19	31,275.32
Saline	17,909.80	7,213.82	4,703.24	23,902.54
Totals	53,388.49	21,113.36	14,194.32	71,469.30

SIXTEENTH DISTRICT

Senator and Senator-Elect S. M. Snodgrass

Bates	\$16,164.13	\$ 6,245.08	\$ 4,352.81	\$21,729.97
Cedar	8,516.92	3,311.64	2,099.79	11,622.41
Henry	15,613.44	6,221.02	4,113.75	20,892.11
St. Clair	10,874.08	3,980.84	2,080.44	15,686.88
Totals	51,168.57	19,758.58	12,646.79	69,931.37

SEVENTEENTH DISTRICT

Senator J. B. Hereford				
Cass	\$14,644.43	\$ 5,775.65	\$ 2,873.66	\$20,639.55
Johnson	14,845.04	5,892.54	3,921.56	19,875.98
Lafayette	17,446.67	7,107.54	4,636.87	23,148.93
Totals	46,936.14	18,775.73	11,432.09	63,664.46

EIGHTEENTH DISTRICT

Senator and Senator-Elect Larry Brunk				
Barry	\$16,329.83	\$ 6,322.48	\$ 4,371.97	\$21,960.21
Lawrence	15,961.80	6,191.73	4,370.58	21,365.29
McDonald	9,823.45	3,756.95	2,965.13	12,924.82
Newton	19,990.86	7,153.28	5,190.61	27,637.83
Totals	62,105.44	23,424.44	16,898.29	83,888.15

NINETEENTH DISTRICT

County	Senator G. B. Mitchell			Two years' loss By Act of 1925 Legislature
	Attendance	Apportionment		
	1924	1925	1926	
Christian	\$ 9,132.39	\$ 3,561.60	\$ 2,689.88	\$12,013.30
Dallas	7,330.50	3,064.88	2,197.55	9,398.57
Douglas	8,145.87	3,321.55	2,215.38	10,754.81
Ozark	5,174.70	2,123.50	1,380.57	6,845.33
Polk	12,333.82	5,149.58	3,826.98	15,691.08
Stone	6,798.49	2,500.54	1,722.22	9,374.22
Taney	5,195.49	2,120.85	1,402.05	6,868.08
Webster	9,396.19	3,817.64	2,676.29	12,298.45
Totals	63,507.45	25,660.14	18,110.92	83,244.84

TWENTIETH DISTRICT

Senator W. W. Hamlin				
Senator Elect Lon S. Haymes				
Barton	\$10,746.47	\$ 4,330.35	\$ 3,010.48	\$14,152.11
Dade	9,106.90	3,519.18	2,287.07	12,407.55
Greene	50,755.52	19,890.05	13,684.00	67,936.99
Vernon	17,704.72	6,866.15	4,648.08	23,895.21
Totals	88,313.61	34,605.73	23,629.63	118,391.86

TWENTY-FIRST DISTRICT

Senator D. H. Brown				
Bollinger	\$ 6,684.22	\$ 2,618.38	\$ 1,778.69	\$ 8,971.37
Butler	17,384.15	7,177.65	4,792.72	22,797.93
Cape Girardeau	19,183.35	7,905.30	5,324.20	25,137.20
Carter	3,517.57	1,503.48	1,043.34	4,488.32
Dunklin	24,203.91	9,988.80	7,328.37	31,090.65
Ripley	7,287.41	3,017.68	2,004.35	9,552.79
Wayne	8,839.18	3,413.57	2,295.64	11,969.15
Totals	87,099.79	35,624.86	24,567.31	114,007.41

TWENTY-SECOND DISTRICT

Senator S. A. Cunningham				
Senator-Elect L. N. Searcy				
Howell	\$13,004.14	\$ 5,529.45	\$ 3,563.93	\$16,914.90
Oregon	8,089.72	3,343.56	2,266.59	10,569.29
Shannon	7,690.67	2,979.70	2,046.22	10,355.42
Texas	12,721.80	5,069.55	3,412.71	16,961.34
Wright	10,916.21	4,575.87	3,141.29	14,115.26
Totals	52,422.54	21,498.13	14,430.74	68,916.21

THE SCHOOL AND COMMUNITY

TWENTY-THIRD DISTRICT

Senator Ralph Wammack

County	Attendance Apportionment			Two years' loss By Act of 1925 Legislature
	1924	1925	1926	
Mississippi	\$ 9,192.35	\$ 4,196.83	\$ 2,955.92	\$11,231.95
New Madrid	18,816.50	8,069.48	5,719.70	23,843.82
Pemiscot	19,553.90	8,202.82	6,056.13	24,848.85
Scott	18,796.66	8,152.35	5,760.63	23,680.34
Stoddard	19,898.87	9,011.26	6,123.40	24,663.08
Totals	86,258.28	37,632.74	26,615.78	108,268.04

TWENTY-FOURTH DISTRICT

Senator Frank Farris

Senator-Elect C. M. Buford

	1924	1925	1926	
Crawford	\$ 6,468.44	\$ 2,714.75	\$ 1,915.81	\$ 8,306.32
Dent	6,200.22	2,652.22	1,874.63	7,873.59
Iron	4,923.22	2,039.84	1,317.38	6,489.22
Phelps	9,619.61	3,879.35	2,450.45	12,909.42
Reynolds	5,060.47	2,086.82	1,933.35	6,100.77
Washington	7,359.44	2,980.34	1,933.79	9,804.75
Totals	39,631.40	16,353.32	11,425.41	51,484.07

TWENTY-FIFTH DISTRICT

Senator Richard F. Ralph

	1924	1925	1926	
Franklin	\$14,170.46	\$ 5,823.18	\$ 3,985.89	\$18,531.85
Gasconade	6,564.72	2,679.45	1,820.13	8,629.86
St. Louis	69,942.51	30,397.64	21,496.48	87,990.90
Totals	90,677.69	38,900.27	27,302.50	115,152.61

TWENTY-SIXTH DISTRICT

Senator W. A. Brookshire

Senator-Elect P. S. Terry

	1924	1925	1926	
Jefferson	\$15,460.31	\$ 6,111.98	\$ 4,093.24	\$20,715.40
Madison	5,842.81	2,583.02	1,458.97	7,643.63
Perry	5,041.79	1,933.70	1,300.15	6,849.73
St. Francois	29,410.34	11,847.73	7,722.77	39,250.18
Ste. Genevieve	3,126.43	1,328.04	708.04	4,216.78
Totals	58,881.68	23,704.47	15,283.17	78,675.72

TWENTY-SEVENTH DISTRICT

Senator Phil M. Donnelly

County	Attendance Apportionment			Two years' loss By Act of 1925 Legislature
	1924	1925	1926	
Cole	\$12,560.83	\$ 5,012.30	\$ 3,524.00	\$16,585.36
Laclede	9,677.70	4,207.80	2,670.35	12,477.25
Maries	4,853.92	2,089.26	1,409.87	6,208.71
Miller	9,765.36	3,817.33	2,626.03	13,087.36
Osage	6,557.32	2,529.28	1,743.22	8,842.14
Pulaski	7,338.95	2,925.73	1,970.69	9,781.48
Totals	50,754.08	20,581.70	13,944.16	66,982.30

TWENTY-EIGHTH DISTRICT

Senator and Senator-Elect A. L. McCawley

Jasper	\$53,815.01	\$21,415.08	\$15,188.05	\$71,026.89
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TWENTY-NINTH TO THIRTY-FOURTH DISTRICTS—Inclusive

29th Senator F. B. Warner

30th Senator and Senator-Elect W. F. Depelheuer

31st Senator Michael Kinney

32nd Senator Wm. E. Caulfield and Senator-Elect W. M. Bates

33rd Senator Joseph H. Brogan

34th Senator Peter Anderson—Senator-Elect Joseph Mogler

Entire City of St. Louis	\$383,741.28	\$152,325.46	\$104,078.67	\$511,078.43
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Respectfully submitted,

Legislative Committee State School Administrative Association

C. A. Greene, Chairman

F. E. Engleman, Member

Roscoe V. Cramer, Member

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MUSIC APPRECIATION FOR SCHOOLS.

By W D A F

Station WDAF, the Kansas City Star, presents Miss Mabelle Glenn, supervisor of music in the Kansas City Schools, and the Kansas City Little Symphony Orchestra in a music appreciation lesson every Monday afternoon from 3:30 to 4 o'clock.

Reports are that a large number of schools have been hearing these programs this fall and winter and that their value has been much appreciated. This courtesy on the part of Miss Glenn and the Little Symphony made possible by WDAF seeks to accomplish the same end the Department has had in mind in conducting a Music Appreciation Contest which began October 4 and will close the evening of March 14.

TWO RADIO SETS GIVEN AS PRIZES IN MUSIC APPRECIATION CONTEST.

The Department will give two large six-tube radio receiving sets to the elementary or rural school and high school whose pupils receive the greatest number of certificates of award in proportion to the enrollment. One set will be given to a rural or elementary school whose pupils receive the greatest number of certificates of award in proportion to the enrollment and the other set will be given to a high school on the same basis.

Certificates of award will be given by the Department to elementary and rural school children who recognize five out of six selections played over WOS the evening of March 14 beginning at 7:30 p. m. Similar certificates will be given to high school students who recognize five out of six in the elementary school group and five out of six in the high school group. Therefore, the high school students must recognize ten out of twelve selections played the evening of March 14. The program will open at 7 p. m. County superintendents have received full particulars and will notify all teachers.

The Brown & Hall Supply Company of St. Louis have donated an Atwater-Kent six-tube single dial receiving set and loud speaker, but without accessories, to be awarded to the rural or elementary school which receives the greatest number of certificates of award in proportion to the enrollment of the entire school. Thus an elementary school in a town or city must consider the total enrollment of all the grades in any one elementary school. All rural school districts shall be considered as separate elementary schools.

The Donaldson Radio Company of Kansas City has donated a six-tube King Radio receiving set, single dial control, Console Model No. 63, complete to be awarded to a high school

APPRECIATION CONTEST

Rural
Elementary
High

(Strike out the classes of schools above to which you do not belong.)

.....
(Name of Contestant)	(Address)
.....
(Name of School)	(No. of district if rural school)
.....
(Name of teacher)	

I recognized the following selections:

Name of Selection	Composer
1 -
2 -
3 -
4 -
5 -
6 -

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on the same basis as stated for the elementary or rural schools. Where there are junior and senior high schools in the same district these shall be considered as separate schools. If there are two or more senior high schools in the same district they shall likewise be considered separately.

The form on page 93 should be used by each student and can be typed or written before the contest night March 14.

All information should be placed in the blank before the program opens so nothing will remain but to name the selections and the composer as they are broadcast.

Schools should assemble in the various centers of the county in school auditoriums, study

halls, churches or any large room where a receiving set can be installed. Several schools should assemble in each room and the pupils or students in any one school must be in charge of a teacher. Each contestant shall work as independently as if taking a written examination and must hand the blank on which the selections have been written to the teacher in charge. This individual shall place the name of the school total enrollment and his or her name on a sheet of paper and hand it fastened to the children's list to the person in general charge who shall forward it to the county superintendent. The county superintendent shall be in general charge of the contest in each county.

Educational Expenditures by States.

According to recent figures most of which are for the school year closing June 30, 1925, there was expended in the United States for public school support of all types about one billion five hundred million dollars.

This represented an expenditure of \$58 per child enrolled and \$13 per capita of population. The census of 1920 was used to secure the information about expenditures per capita population.

There were nearly twenty-five million children enrolled and 761,308 teachers employed.

Missouri for this year, closing June 30, 1925, spent \$66 per child enrolled, \$14 per capita population and \$2040 per teacher employed. By this we see Missouri spent \$8 more per child enrolled than the average for the country and one dollar more per capita population than the average for the United States.

The twenty-five states ranking above Missouri in expenditures per pupil enrolled with the amount spent per child are: Arizona, \$88; California, \$84; Colorado, \$71; Connecticut, \$75; Delaware, \$73; Illinois, \$72; Indiana,

\$73; Iowa, \$82; Kansas, \$84; Massachusetts, \$82; Michigan, \$81; Minnesota, \$81; Montana, \$84; Nevada, \$101; New Hampshire, \$76; New Jersey, \$80; North Dakota, \$82; Ohio, \$67; Oregon, \$126; Rhode Island, \$70; South Dakota, \$78; Vermont, \$69; Washington, \$71; Wisconsin, \$69, and Wyoming, \$133.

The twenty-seven states ranking above Missouri in school expenditures per capita population are: Arizona, \$20; California, \$27; Colorado, \$19; Connecticut, \$16; Florida, \$15; Idaho, \$16; Illinois, \$15; Indiana, \$15; Iowa, \$19; Kansas, \$20; Massachusetts, \$15; Michigan, \$19; Minnesota, \$18; Montana, \$18; Nebraska, \$17; Nevada, \$23; New Jersey, \$18; New Mexico, \$15; New York, \$16; North Dakota, \$22; Ohio, \$15; Oregon, \$29; South Dakota, \$20; Utah, \$17; Washington, \$18; West Virginia, \$17; and Wyoming, \$34.

Following is the rank of the states in the order of expenditures in the main for the school year closing June 30, 1925, per pupil enrolled and per capita of population using the 1920 census:

Expenditures per child enrolled.		Expenditures per capita population.	
1—Wyoming	\$133	Wyoming	\$34
2—Oregon	126	Oregon	29
3—Nevada	101	California	27
4—Arizona	88	Nevada	23
5—(California)			
(Montana)	84	North Dakota	22
(Kansas)			
6—(Massachusetts)		(South Dakota)	
(Iowa)	82	(Arizona)	20
(North Dakota)		(Kansas)	
7—(Michigan)		(Colorado)	
(Minnesota)	81	(Iowa)	19
		(Michigan)	
8—New Jersey	80	(Minnesota)	
		(Montana)	
		(New Jersey)	18
		(Washington)	
9—South Dakota	78	(Nebraska)	
		(Utah)	17
		(W. Virginia)	

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10—New Hampshire	76	(Connecticut)	
		(Idaho)	16
		(New York)	
11—Connecticut	75	(Ohio)	
		(Florida)	
		(Illinois)	
		(Indiana)	15
		(Massachusetts)	
		(New Mexico)	
12—(Indiana)		(MISSOURI)	
(Delaware)	73	(Pennsylvania)	14
		(Wisconsin)	
		(Delaware)	
		(Maine)	
		(N. Hampshire)	
13—Illinois	72	(Oklahoma)	13
		(Rhode Island)	
		(Vermont)	
		(Maryland)	
14—(Colorado)	71	(Texas)	10
(Washington)		(Virginia)	
		(Kentucky)	
15—Rhode Island	70	(So. Carolina)	9
16—(Vermont)		(Louisiana)	
(Wisconsin)	69	(No. Carolina)	8
17—Ohio	67	(Arkansas)	
		(Georgia)	6
		(Tennessee)	
18—(MISSOURI)		(Alabama)	
(New York)	66	(Mississippi)	5
(Nebraska)			
19—Pennsylvania	64		
20—West Virginia	62		
21—Maine	61		
22—New Mexico	60		
23—Idaho	59		
24—Utah	58		
25—Maryland	56		
26—Florida	52		
27—Virginia	41		
28—(Texas)			
(Oklahoma)	39		
29—Louisiana	34		
30—So. Carolina	32		
31—Kentucky	31		
32—No. Carolina	26		
33—Georgia	24		
34—Tennessee	23		
35—Arkansas	21		
36—Mississippi	15		

For the year closing June 30, 1926, Missouri possibly changed its rank of expenditures, for it spent last year \$73 per student enrolled in comparison with \$66 the previous year and \$16 per capita population and \$14 the year before. The 1920 census was used in determining the per capita expenditures.

However, it is safe to say Missouri ranks below twenty in school expenditures both per student enrolled and per capita population which is evidence we are not doing as much for our children as the more than twenty

states are who rank above us in expenditures.

One of the chief causes of the present status of educational facilities is due to the organization of rural Missouri in such a large number of small districts which are scarcely able to maintain a school. These contribute largely to the low ranking of the state in comparison with the other states.

The foregoing in no way ranks Missouri on any basis but expenditures. That this state has as well qualified teachers and, in a large number of cases, as good school systems as any state cannot be disputed. It is the great rural portion which does not enjoy good schools which must be our chief concern and the recipient of our attention.

Restricted High School Curricula.

Of 484 first class high schools in Missouri last year, excluding the large cities, 188 of these offered only sixteen units, 200 offered from 17 to 21 units, 91 offered from 22 to 30 units and but 51 offered more than 30 units.

By this it is evident the number of courses offered is quite limited in nearly one-third of the high schools and that the students in these 188 high schools had no choice of subject matter.

It is unfortunate when a high school cannot have any electives thus forcing every

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student to take every course given. By the lack of electives students are forced to take courses to graduate in which they are not interested and which are aside from their needs. Thus individual differences are disregarded and at any time students may fail to graduate simply because they cannot make a grade in some course. Graduation should not be the objective alone considered in secondary education.

High schools offering the minimum number of units to be classified as first class are usually in small districts whose revenue is not sufficient to employ more than three teachers in high school after providing teachers for the grades. Three teachers cannot satisfactorily offer more than sixteen units.

From the foregoing we are led to conclude that there should be a redistricting scheme inaugurated in this state so valuations could be sufficiently equalized to enable every high school district to have enough revenue to employ enough grade teachers and in addition a large enough teaching corps in the high school so every secondary school in the state could have at least some electives. We should avoid forcing children all through the same groove when we know they differ individually. Furthermore courses of study should be built upon the needs of the children in any given community. Without electives this principle is disregarded.

There were 200 first class high schools which employed just three teachers in the high school last year. There were 311 high school districts enumerating fewer than 300 and 96 high schools had an enrollment of fewer than 60. One hundred thirty-two high schools graduated fewer than eight. Let it be remembered these are first class high school districts which meet the statutory requirements of three teachers in the high school, offering sixteen units and have a term of nine months.

This leads us to conclude that more than a third and nearly half of our high schools simply meet the minimum requirements fixed by law. This is largely due to limited resources of districts. We should not be content with nearly half of our first class high

schools simply meeting the minimum legal standards.

That a clearer picture of the first class high schools, exclusive of the large cities, may be obtained the following tables are given:

From Table one, we see 200 first class high schools offered from 17 to 21 units thus having from one to five electives. High school students must make 3 units in English, 3 in social studies, 1 in mathematics, 1 in science and one in physical education with or without credit. Without physical education being counted for credit the student must make 8 units in which he or she can have no choice. These eight are essential as a basis for all studies. However, if a school has no electives the student usually is required to make the other eight by taking additional work in the same eight required of all students with possibly two years of a foreign language. For example, another year of English, one more social study, two or three additional years in mathematics and another science are required. The additional year of English and social studies is well, but requiring another science and additional work in mathematics has disadvantages. We must remember that in preparing high school courses of study we are seeking to minister to the needs of high school students and that not only is the student body made up of boys with their particular needs and interests and girls with particular needs and interests, but that each boy and girl has particular needs and interests of his or her own. However, it is quite well established that every high school boy and high school girl should have 3 units of English, 3 in social studies, 1 in mathematics, 1 in science and 1 in physical education. The reason for this is self evident. That boys and girls, who are to live lives with such widely diversified interests and needs, should be forced to pursue the same courses through the remaining two years of high school is a situation every high school district should render impossible. This can be done by so increasing valuations that enough revenue will be provided to employ a sufficient number of high school teachers so enough electives can be offered to meet the reasonable needs of a high school student body.

Table I

Number of high schools offering from 16 to 30 units					Total
16 units	17-21 units	22-30 units	more than 30 units		
188	200	91	5		484

Table II

High schools employing from 3 to 15 teachers					Total
3 teachers	4-6 teachers	7-15 teachers	More than 15		
200	210	100	22		532

Table III

Valuations of first class high school districts					Total
Less than \$500,000	\$500,000-\$1,000,000	\$1,000,000-\$2,500,000	\$2,500,000-\$5,000,000	More than \$5,000,000	
96	185	187	38	23	529

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State Spelling Contest.

The third state spelling contest will be held the first day of the county superintendent's convention beginning at 10 a. m. The dates for the convention will be announced later, but it will be held in April. The 10 o'clock hour was decided upon so the contest could be finished in time so the awards could be made in the presence of the first session of the convention. Announcements concerning prizes in addition to certificates of award given by the State Superintendent for first, second and third honors in the high school elementary school and rural school groups will be made later.

The plan of the contest will be the same as last year. It will be divided into high school, elementary school and rural school groups. Each group will be taken to a separate room where only children in a particular group shall compete with each other.

Each county superintendent shall conduct his or her county contest making the rules and regulations for the contest. A committee of three county superintendents chosen in each teachers college district and the Rolla district shall conduct the district contests at the spring meetings at the state institutions where the winner in the rural, elementary and high school group respectively shall be chosen. The children winning first place in the various groups at the district meetings shall represent the district in the state contest.

The three county superintendents chosen to conduct the district contest shall form the committee who shall make the rules for the state contest and grade the papers of the contestants. Thus eighteen county superintendents shall make up the committee who shall have charge of the state contest.

No word lists will be sent from the Department. The words will be selected from Missouri newspapers. No proper nouns will be used and no trick word list used. No final list of words commonly called the "emergency list" will be used, but the regular words chosen from the Missouri press will be used throughout the contest.

The past contests have been highly successful and helpful. The chief value of this contest will be in the number of children who take part in it throughout the state.

The county superintendents whose names appear below by college districts were elected by the county superintendents in these districts to have charge of the district spelling contests where the contestants to compete in the state spelling contest at Jefferson City will be chosen. These eighteen county superintendents shall constitute the committee to conduct the state spelling contest and shall make all rules and regulations governing this contest. Also they or someone designated by them shall grade the papers of all contestants in the state contest.

KIRKSVILLE DISTRICT

O. L. Cross—Macon County
Anna L. Swartz—Knox County
W. F. Hupe—Montgomery County

WARRENSBURG DISTRICT

T. R. Lockett—Pettis County
R. W. Starling—Miller County
D. W. Denney—St. Clair County

CAPE GIRARDEAU DISTRICT

J. T. McDonald—Cape Girardeau County
Myrtle A. Williams—Ripley County
Grover Cozean—Madison County

SPRINGFIELD DISTRICT

Harry Moore—Lawrence County
C. W. McCroskey—Greene County
Anna Z. McCracken—Polk County

MARYVILLE DISTRICT

Leslie G. Somerville—Nodaway
Irene O'Brien—Davies County
D. D. Hooper—Andrew County

ROLLA DISTRICT

Geo. B. John—Maries County
Jas. Hess—Phelps County
Jas. H. Brand—Crawford

The order of the names above does not signify anything as to the position the individual shall hold on the committee. It will be necessary for the committee to organize electing a chairman and such other positions as it cares to fill. All inquiries concerning the preliminaries for the district meeting should be addressed to committees in the teachers college district in which the inquiry arises.

New Report Blanks.

All report blanks are being revised and simplified and will be sent for use for the school year closing June 30, 1927. Every person responsible for a report should file it promptly. No teacher can legally draw his or her last month's salary until the school board has a term report and also until the board knows the county superintendent has a report. Every school board should require every teacher, principal or superintendent to show a receipt from the county superintendent for a term report before paying the last month's salary.

The report of the secretary of the board is a copy from the teacher's term report save what the district treasurer furnishes about receipts and expenditures. All secretaries of high school boards should file their reports with the county and state superintendent as soon after June 30 each year as possible.

The teacher's term report or the report of the principal or superintendent can be mostly filled long before school closes. This should be done and the information placed on the secretary of board's report as soon as collected.

Reports containing accurate data are most essential because all administrative policies must be based upon facts. Furthermore the people in Missouri and outside Missouri are entitled to all the information possible about our school system. The only means they have

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of securing this is through the report of the state superintendent.

Several high schools were negligent about furnishing this report to the county and state superintendent for the last school year. Yet these districts want their share of the state school money.

It is essential to have information about the rural and high school districts separately because otherwise there can be little useful information about the school system.

It would be well for every teacher, principal or superintendent to make their annual reports together this year and file the same within the legal time with the proper persons.

Science Syllabus.

The manuscript for the syllabus for the courses of study in General Science, Physics, Chemistry and Biology is in our hands and will be given to the printer in a few days. It should be off the presses before the middle of February.

DEPARTMENT OF PHYSICAL EDUCATION

The Program of the Modern High School

The development of the public high school in America has been one of the most notable educational advances in the world. It is decidedly a recent movement. Dr. Spalding, head of the educational work in the American Army in France during the war, on the basis of the educational tests given, characterized us as a nation of sixth graders. The public schools in the American sense, as found in Germany, France and England stop practically with the seventh grade and do not lead on to higher educational institutions.

Since the war, high school graduation has become about as common as eighth grade graduation was before the war. The number of students has somewhat more than doubled in the last decade. Our finer city high school buildings have cost more than the entire resources of most of our colleges. Their equipment in libraries and laboratories and other facilities are far superior to those found in the colleges fifteen years ago. The salaries paid in the cities are quite equal to those formerly paid by any of our higher institutions except a few favored universities. However, the most radical improvement has been in the program.

When many of us were in high school, our work consisted of four years of Latin, three years of Greek and nearly as much mathematics. None of these subjects had any close relationship to practical life except as mental training. Today we are getting much more history. There is a rapid development in sociology, psychology and civics. There is a series of studies intended to prepare the girl for the home, such as cooking, sewing, home nursing and the care of little children. There is much manual training and a new emphasis on science and chemistry.

One of the most practical of the new courses is the course in health and physical education or physical welfare as it is coming to be called in some places. The knowledge which is most important to all of us is how to keep well and maintain our efficiency during a reasonable number of years.

We have lengthened the span of human life from twenty-eight to fifty-six years during the last century. We know perfectly well how to add ten or fifteen years more if we can teach health habits to children at a time when they will become really a part of daily

practice. At present our income is something more than a thousand dollars a year for every man and woman more than sixteen years of age. The adding of a single productive year to the life of each child would mean the return of a thousand dollars for each to society, many times the cost of this teaching.

More important than the years added to life would be the gain in efficiency and happiness from better health through the years.

Physical Education is not trying to cure disease. That is the province of the doctor. It is not trying primarily to prevent disease. That is the province of the Board of Health. Its special field is the development of the positive side of health which means vivacity, optimism, energy and the joy of living. Without these, other attainments can never be wholly satisfying.

The North Central College Union has just adopted a ruling which is built on the new organization of the senior high school. It requires no credit from the freshman year, or ninth grade, and only twelve credits altogether for college admission. Only seven or eight of these credits are specified leaving the individual high school to choose the others. It is thus possible for more units to be given in physical education. St. Louis now requires two. The state of Missouri one. For those who are to become physical directors the time for specialization is undoubtedly during the high school period when motor coordination and skills are most easily acquired and there is most pleasure in physical activity. A certain amount of specialization of this sort has long been permitted at Gary and Detroit. Before many years we shall have special physical education courses in schools the same as we now have classical and manual training courses.

Department of Physical Education Notices.

It has been called to the attention of the Department that certain pupils who have paid for badges have not received them. In some cases this was as much as two years ago. This is very unfortunate and was usually due to applications being sent in at the end of the school year, and the persons sending in the requests moving away or to some similar cause. There has been some mistake in the amount of money sent and consequent delay which prevented the medals reaching pupils.

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If superintendents will send us a report of any case of this sort which they can vouch for, we shall be glad to furnish the medals.

We have received many applications for state letters which have not been granted, but there have been cases also in which athletic directors or others have moved away and failed to send in application of students who have done all the necessary work. The Department is always happy to straighten out a difficulty of this sort so far as possible.

Hospital School for Crippled Children at Canton, Mass.

The first school for crippled children in this country was started at Canton, Massachusetts in 1907. It now has about 300 inmates and costs the state about \$2.50 per week maintenance for each pupil. This low cost is due to the fact that the law provides that the parents or others responsible shall pay the board of the child whenever they are able to do so.

The children are divided into temporary cripples and permanent cripples. Those with tuberculosis of the bone or milder cases of infantile paralysis are often so far recovered that they suffer no permanent handicap, but those who have lost arms or legs or who have had serious cases of infantile paralysis are given special training in trades so that they may be self supporting.

Probably the greatest benefit that comes from the school is in overcoming the sense of inferiority and helplessness which comes to such a child when he is brought in contact with normal children in the public schools. He suffers at home usually from being petted and constantly waited on and at the hands of other children from being ignored or mistreated. In the companionship of his peers handicapped like himself he has no sense of inferiority and soon learns that he can still do many interesting things.

The playground is specially adequate, and they have swimming, rowing, baseball and many other sports.

The Alumni Association which consists of those who have graduated from the school now has more than 200 members, most of whom are established in some occupation and doing well. It is a great encouragement to the crippled children in school to have these older ones come back at commencement time; a demonstration that a cripple need not be a dependent.

Missouri needs such a hospital school as much as it does an institution for the blind or the deaf. These institutions merely teach the academic work while the hospital school teachers the child and at the same time overcomes or greatly improves his disability. The crippled children in our great cities are being cared for more or less adequately. But little is being done for the crippled children in the country and smaller towns.

Health Service in Schools.

A little more than a year ago the United States Public Health Service sent out a questionnaire to 1000 of the largest employers of labor in America to inquire as to whether health service was being offered to employees in these industries. The replies showed that 43% of these organizations were furnishing a health service costing from \$10.00 to \$25.00 per employee. This service was not offered on the basis of philanthropy but purely on the basis of securing greater efficiency and less loss of time from work.

The reasons for this service in the schools are yet more cogent because in the schools health is not only a direct factor in the work accomplished, but the degree of health achieved and healthful habits acquired will be an important factor through all the years to come. The school health work is concerned not primarily with disease or the prevention of disease, but with the creation of a positive type of health. This is not touched ordinarily in the practice of the family physician.

However, it is worth while for the school to do something along both the other lines. It should prevent contagions so far as possible and do enough curative work to make school work effective. Where the children in school are not in condition to learn the school funds are being wasted.

Health Service to Pre-School Children in Kansas City.

Under the leadership of Mrs. E. R. Weeks, Kansas City has organized as fine a piece of health work for pre-school children as exists anywhere.

There are only three salaried workers on the staff, but there are some 3500 volunteers, mostly from the ranks of parent-teachers who have taken more or less training in order to prepare them to carry on the line of work undertaken.

A health clinic is held in each one of the school districts of the city. Last year 20,000 children between the ages of six months and six years were examined. The examining staff consisted of a trained pediatrician, a psychiatrist, a child dentist and a nutrition worker. The mother accompanies the child through the examination and at each step is given suggestions in regard to defects found or possible improvements. This examining staff is paid for the time given. The large corps of volunteers undertake to see that the mother brings the child to the clinic and follow up the instructions to see that corrections are made. They take the census of the pre-school children and attend to birth registration which have not been reported.

Mrs. Weeks holds classes and conferences with these workers beforehand in order that they may understand just what is to be done and how to do it. Miss Rosamond Losh is the Executive Secretary of the Child Welfare Bureau which has this work in charge.

ITEMS of INTEREST

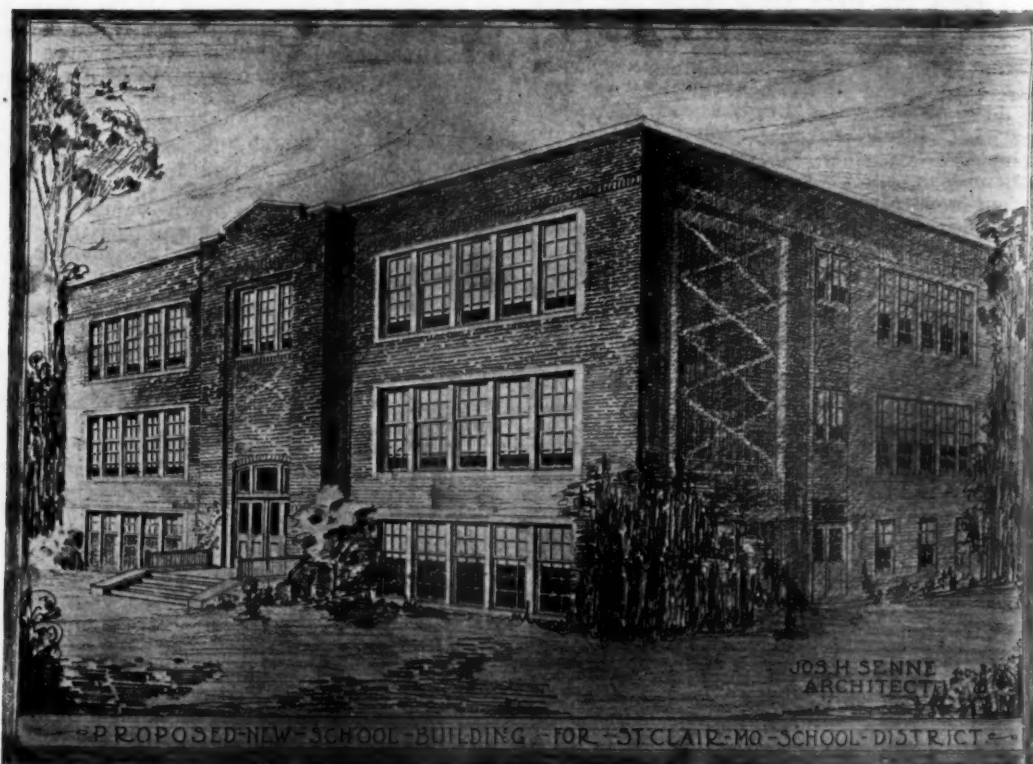
PARENTHOOD EDUCATION CONFERENCE

The Children's Bureau of Kansas City and the Bureau of Child Research of the University of Kansas are arranging a conference on education for parenthood to be held in Kansas City, March 3-5, 1927.

A very attractive program is being arranged and a tentative outline of the program announces among others the following speakers: Mrs. Sidonie Gruenberg of the Child Study Federation of America, New York; Supt. C. W. Washburne of Winnetka, Illinois; Miss Gabriella Pratt of Tulsa, Oklahoma; Mrs. Mary T. Watts, Chairman of the Committee

on Popular Education of the American Eugenics Society; Dr. Caroline B. Hedger of Chicago, Illinois; Supt. Willis A. Sutton of Atlanta, Georgia; Dr. Lois Hayden Meeks, Washington, D. C.; Mrs. S. T. Lawton, Chicago; Dr. C. E. Germane of the University of Missouri; Chancellor E. J. Lindley of the University of Kansas, and Patty Smith Hill of Columbia University, New York.

The conference will extend over three days and will include many group and round table discussions, luncheon programs and a moving picture show of films from various schools and institutions over the country.



THE ABOVE IS a reproduction of the architect's drawing of the new school building now being erected to house the elementary school at St. Clair, Missouri.

The Building will contain eight modern class rooms, each to accommodate forty pupils; a library room, two basement rooms which can be used as science rooms, an auditorium and gymnasium 44x88 feet in size and ample toilet accommodations. The building will be heated from the high school building which with its construction eliminates a large part of the fire hazard. The cost of the building when completed will be about \$52,000.

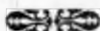
The superintendent of the St. Clair schools is Mr. Herbert C. Funke who has been in that position for the past five years. Under his administration the high school had developed from a two-year school with sixteen pupils to a full four-year, first class high school with an enrollment of eighty-four. Since Mr. Funke came to St. Clair this community has erected a new high school building also. The district has a population of 1,120 and a valuation of \$800,000.00.

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Flute Melody (Indian) Flute.

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Morning (Grieg) Flute, Oboe and Piano. *Vivace* *Bachus* (Mozart) Piccolo, Bassoon and Piano. *Canzonetta* (Gaspari) Violin, 'Cello and Harp. *Serenade* (Schubert) Cornet, Trombone and Piano. *Lullaby* (Emmett) Bells and Celeste. *Go, Pretty Rose* (Marzials) Violin, Flute and Piano.

No. 19926, 75c

Cavatina (Beethoven) Oboe, French Horn and Piano. *Romance* (Halevey) Clarinet, Bassoon and Piano. *Shepherd Song* (Wagner) English Horn and Piano. *Coronation March* (Meyerbeer) Bass Clarinet and

Piano. *Air from "La Juive."* (Halevey) English Horn, Viola and Piano. *Voice of Love* (Schumann) Flute, 'Cello and Piano.

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Do You Want to Trade Positions?

The National League of Teachers Associations has arranged to try the experiment of furnishing opportunities for teachers to exchange teaching positions with each other. This bureau each month publishes all registrations and sends the list to each person registered. If you would like to teach in some particular city for a year, make your wants known to this bureau and they will send you the information which may make it possible for you to change positions with some teacher in your chosen city.

Further information may be secured by writing Harriett E. Schofield, 3017 Park Avenue, Minneapolis, Minnesota.

The Tourist Cabin

From Christian Science Monitor

Who would have thought but a decade or so ago, that the much despised steerage of trans-Atlantic liners would be elevated to the place where it would be referred to by a professor of a large American educational institution as "stylish and intellectual?" Yet such is the case, for Prof. Edward A. Steiner of Grinnell College in Iowa, so designates it in recent letters from Prague, where he and Mrs. Steiner are guests of the Czechoslovakian republic. In fact, he goes further than this in adding: "It is now called the tourist cabin, and is the wide-trousered, high-brow end of the boat, with more Phi Beta Kappa keys than hairpins." Even more, he urged that there were enough professors in the steerage to start six colleges, whereas the second cabin contained enough contractors to build a tower of Babel, and the first cabin, enough brokers to float the stock!

And Professor Steiner writes as one knowing whereof he speaks, for when but a lad he came to the United States as an immigrant boy in the steerage, and since that time has made a number of trips in connection with his studies of immigrant problems. One does not need to be an authority upon this question, however, to appreciate the changes that have taken place. From being a section of the vessel that was looked down upon as being almost beyond the ken of the ordinary traveler, it has become, with the increase of the prices of ocean travel, the only portion of the ship that many a would-be voyager could stretch his purse to hire. And after all, what does it matter where one sleeps if one's conscience is clear and one is happily envired and accompanied?

The evolution of the steerage provides a striking example of the molding of a supply to a demand. The proverb, "Necessity is the mother of invention," but half tells the tale. When demand becomes sufficiently insistent it finds a way out inevitably. The average college professor, had he been asked fifteen years ago whether he was going to travel third cabin, would have regarded his questioner decidedly askance, as if disbelieving his ears. But today the amenities of the situation are such that he travels in comfort therein and takes it all for granted. How true it is that circumstances alter cases!

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Around the World, Book II—*Carroll*

Around the World, Book III—*Carroll*

Around the World, Book IV—*Carroll*

My Cut-A-Picture Book—*Sample*

Journeys in Distant Lands—*Barrows-Parker*

United States and Canada—*Barrows-Parker*

Health for Every Day—*Bigelow & Broadhurst*

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Schools of Education in State Universities

A bulletin from the Bureau of Education, Washington, D. C. by J. B. Edmonson, Professor of Education in the University of Michigan and A. H. Webster graduate student of the University of Chicago is entitled "Policies and Curricula of Schools of Education in State Universities."

Much information is tabulated concerning the data of the organization of the various schools, the names by which they are characterized, the purposes which they serve, number of faculty members, the degrees granted and various analyses of the curricula together with the requirements for graduation, requirements for advanced degrees and practices with regard to observation and practice teaching. Some of the problems suggested are "Should the teacher training facilities of a university be organized in the terms of a four-year college course or on the basis of the completion of junior college work." From the study it appears that most of the schools do not offer education courses to freshmen.

The second problem suggested arises from the marked difference in work offered in professional courses and prompts the authors to ask what is the amount of work that an institution must offer to enjoy the distinction of being a first class school of education. From the data it appears that there is a great irregularity in this regard, one institution offering nine times as many courses as another institution.

Another problem has to do with the relation of the school of education and the college of literature, science, and the arts. The study indicates that many of the schools of education have control of from only twelve to sixteen percent of the work required for graduation. Only fifty-six percent of the schools of education have their own laboratory schools and many of these do not possess adequate facilities for work in observation and practice teaching.

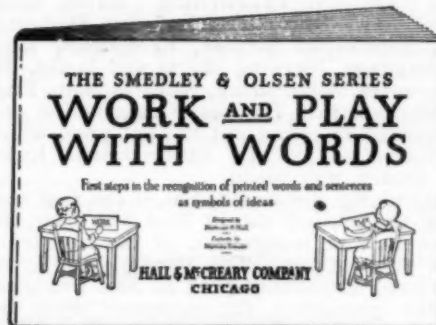
Sesqui Medal of Honor for Gregg

The International Jury of Awards of the Sesqui-Centennial International Exposition, Philadelphia, has announced the award to The Gregg Publishing Company of the MEDAL OF HONOR. The award is made in recognition of the excellence of this company's publications in the field of commercial education.

The Gregg Publishing Company has developed from a small office in Chicago in 1907 to be a concern of world-wide importance, maintaining offices in New York, Chicago, San Francisco, Boston, and London, England; and agencies in Canada, Australia, New Zealand, Africa, India, and Shanghai, China.

Its shorthand system is used in more than 94% of all of the high schools in the United States teaching this subject, and it has developed a large and extensive business in Spanish-speaking countries, Central and South

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Particularly significant, too, is the fact that this is the second award that the company has received in recognition of the excellence of its publications. The Panama-Pacific International Exposition held in San Francisco in 1915 presented the company with the MEDAL OF HONOR for Gregg Shorthand, Rational Typewriting, Office Training for Stenographers, and the magazine "The Gregg Writer."

The growth of its business, the wide and diversified use of its publications, and the high standard of its list testify to the right of The Gregg Publishing Company to the two signal honors that have been bestowed upon it.

"Treat Them All A Like"

THE SCHOOL AND COMMUNITY is indebted to Mr. Ralph B. Nevins, Prosecuting Attorney of Hickory County for the following document and evidence of the time when the school directors laid down a set of written instructions and rules for the teacher to follow. The following is a verbatim ad litteratum of a set of rules submitted to Mr. Nevins as teacher by the president of the board of directors of Pleasant Hill School in Hickory County where Mr. Nevins was a teacher in 1912.

Ralph Nevins,
Wheatland, Mo.

First good Government

Secent From the Secent Reader down four Lessns a day and see after them all when School is in session and no fighting in the yard and the way home and no calling names and not whip untill you find the ride one and make the Big schollars to do what is ride and the little once will follow and treat them all a like

Mr. Nevins states "It is needless to add that Mr. Stober's children were all 'Little Once.'"


Jacob. Stober.

Touton's Suggestions For Effective Study

F. C. Touton, Professor of Education, University of Southern California

1. Plan your study schedule and hold to your schedule.
2. Record each day in a notebook the assignment as it is made by your teacher.
3. Be certain that you understand your assignment—what is to be done and just how to do it.
4. Do a part of each assignment shortly after it is made by your teacher.
5. In beginning to work out an assignment, relate what is required with what you already know.
6. Do not delay—get started on the work which you should do now.
7. Plan each piece of work (paragraph, solution, etc.), then work according to your plan.
8. Check your work—see that the results of your study or the solution of your problem meet the required conditions.
9. Relate the results obtained from each day's study with the results expected by the teacher as seen in the lesson assignment with the teacher's evident purpose.
10. Do perfectly each day all of the work assigned.
11. Work neatly written or well arranged receives commendation of others.
12. Note your progress from day to day. Do not be satisfied unless improvement is evident.
13. Workers are selected for promotion who know or do more than their job requires.
14. Too severe physical exercise makes one tired and sleepy. Do your mental work before hard physical work if possible.
15. Be prepared. "To put oneself in a position where one needs more than the mere elements of knowledge is itself a mark of superiority."
16. Form a time and place habit for study of a subject. Do not study after a hearty meal.—Los Angeles School Journal.

Mr. A. F. Elsea for several years connected with the State Department of Education as Rural School Inspector in the Kirksville State Teachers College District has resigned his position and is now in Peabody College in Nashville, Tennessee working on his Ph. D. degree. He expects to return to Kirksville to teach in the summer term of the Teachers College there. Mrs. Elsea is with him and is working on her master's degree.



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Force in Education

Force has long since ceased to be a factor in American education, but not so in Vienna. Dr. Hans Redtenbacher, of Vienna, in an address before the health section of the World Federations Convention in Edinburgh, Scotland, protests against conditions in certain schools in Vienna where children are scolded, punished, beaten or nagged from morning until night. His recommendation is as follows:

"Wherefore, in my capacity as school physician, I want to add to the highly developed physical culture of the Anglo-Saxon race and the ingenious French experiment of fighting the lack of joy by auto-suggestion of cheer-

fulness, the idea of finding the fundamental problem of happiness in the conscientious choice of the educators. We have to find men and women who are able, without violence, and with enthusiasm born of understanding and love for the soul of the child, to bring up new and lovable members of society who, in their time, will introduce the same kind of behavior in their family and professional life."

D. U. Groce has been recently reelected to a position as Superintendent of the Rich Hill schools at an increased salary and given a two-year contract. Mr. Groce is now serving his second term as superintendent of Rich Hill.

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A Step Toward Better Understanding Between Nations

A novel experiment in post-graduate training—incidentally in international understanding—is being tried by the German Students Co-operative Association. With the consent of the Department of Labor, the association arranges for groups of graduates of German technical and agricultural colleges to come to America to work in laboratories, factories and on farms as manual workers. The purpose is to give them first-hand knowledge of the industrial methods employed in this country and to let them learn something of the spirit governing the relations between American Employers and employees.—*New York Times.*

What is Personality?

"Personality is not a mysterious something with which the fairies endowed you as you lay in your cradle at birth. Personality, at least as other people see it in you, is the manner in which you present and express yourself in your face-to-face relations with other people. To be able to approach people easily, impress them favorably, and talk with them pleasantly is a resource of the highest importance to any person who would live a happy, useful life in our social world. Yet such ability comes only with intention and practice."—From Dodd's "Fiber and Finish."



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The Woodrow Wilson Foundation announces a special donation by which it has the pleasure to offer two Woodrow Wilson awards of \$25,000 each, one to the young man between the ages of 25 and 35 who writes the best article on "What Woodrow Wilson Means to Me," and one to the young woman under like conditions.

Each article must seek to appraise the ideals, standards and principles of Woodrow Wilson from the personal standpoint of the writer and therefore do not call for fulsome praise or analytical criticism.

The awards are available to any resident of the United States and must not exceed 2,500 words. All articles must be at the office of the Woodrow Wilson Foundation in New York City before October 1st, 1927.

Those interested can secure detailed information regarding the award from the Woodrow Wilson Foundation Award, 17 East Forty-second Street, New York.

The Bloomfield consolidated school of Stoddard County of which H. M. Aulsbury is superintendent has recently voted an \$80,000 bond issue for a new high school building. Bloomfield consolidation is composed of what was formerly nine school districts and is a growing system. The bond issue carried by a vote of four to one. Work will be begun on the new building about March 1st.

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MISSOURI TEACHER WINS \$250.00 PRIZE

Miss Nell Walker, instructor in Spanish at the University of Missouri, recently won a cash prize of \$250.00 given by La Prensa, a Spanish newspaper published in New York City. The prize was awarded to the writer of a thesis submitted as a part of the work toward a degree of Master of Arts in Spanish. La Prensa, in conjunction with the American Association of Teachers of Spanish, has adopted the plan of giving prizes to further interest in Spanish.

Miss Walker's thesis was termed "The Life and Works of Manuel Gutierrez Najara", who was one of the foremost of Mexican poets, and also well known as a journalist and short story writer. Most of his writings had been published in newspaper and magazine form only, and Miss Walker found it necessary to spend two summers in the City of Mexico to find material at first hand.

In addition to the prize for a thesis toward a Master's degree, La Prensa offers \$500 for a dissertation submitted for a Doctor's degree. Prizes are also given both to high school teachers and to high school students who submit work of merit in furthering the study and appreciation of Spanish in this country.

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